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COLLEGES
OF
WISCONSIN.



HISTORICAL SKETCHES
OF THE
COLLEGES OF WISCONSIN,

PREPARED FOR THE
NATIONAL CENTENNIAL EXPOSITION
For 1876.



MADISON, WIS.:
ATWOOD & CULVER,
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1876.

PREFACE.

IN WISCONSIN, as elsewhere in our country, the earliest institutions for higher education originated with Christian churches of different names. However complete may be the organization of public instruction under state authority, there will always be place and demand for distinctively Christian colleges to infuse into the body politic some positive religious influence in connection with the processes of education. This has been recognized in our state by the readiness of the legislature to grant liberal charters for such institutions, and to extend to them the fostering care and protection of the laws.

The accompanying sketches have been prepared at the several institutions in accordance with a resolution of the Wisconsin State Teachers' Association, and are published under the direction of the State Superintendent of Public Instruction, to be presented at the National Centennial Exposition, as one phase of the work of education sustained in Wisconsin. The institutions

here represented are open to the visitation of state officers and others, and make annual statements of their condition, which are embodied in the yearly report of the State Superintendent. Their work is carried on in harmony and coöperation with that of the public schools of every grade.

The statute books of Wisconsin show collegiate charters granted at different times to the following institutions, besides those here represented, viz:

Carroll College, Waukesha, 1846.

Sinsinawa Mound College, in Grant County, 1848.

Galesville University, Galesville, 1854.

Marquette College, in Milwaukee, 1864.

Wisconsin Female College, Fox Lake, 1855.

Wayland University, Beaver Dam,

Pio Nono College,

St. John's College,

Northwestern University,

Milwaukee Female College.

Some of these institutions attempt only the work of an academy. Others are under strict ecclesiastical control. None of them reported to the State Superintendent for the year 1875, except Carroll College, which, by formal act of its trustees, will henceforth confine itself

to the miscellaneous work of an academy, with thorough instruction preparatory to college.

A. L. CHAPIN,

Chairman of the Department of Colleges.

BELOIT, May 1, 1876.

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HISTORICAL SKETCH OF BELOIT COLLEGE.

ORIGIN.

THE course of migration in our country runs naturally from east to west on lines of latitude; there was thus a large infusion of New England elements in the stream of human life which first poured in to occupy the territory of Wisconsin and northern Illinois. Puritan ideas of the home, the school, the church and the college were transplanted and took root here with the first upturning of the prairie sod. They were especially cherished in the Congregational and Presbyterian churches organized. Hence, within ten years of the time when the Indian council fires were extinguished by the Black Hawk war, representatives of these churches were gathered in council, praying together and thinking on a college. These thoughts were deepened, in conference with others at a convention of representatives of those two denominations from the northwestern states, held at Cleveland, Ohio, in June, 1844. They became defined and matured in four successive conventions, held in that and the following year, for the specific purpose of considering what could be done for the promotion of higher education for Wisconsin and

northern Illinois. These deliberations resulted in a unanimous judgment of a convention, which numbered sixty-eight members, that a college for young men, and a female seminary of the highest order for young women, should be established, one in Wisconsin and the other in Illinois, near to the border line of the two states. The college was located at Beloit, Wis.; the female seminary was subsequently located at Rockford, Ill. In October, 1845, the fourth convention adopted a form of charter, and elected a Board of Trustees, to whom was committed the charge of carrying forward the enterprise. Beloit was selected as the place for the college, because it was central and easy of access to the population of the two states, and because the people of that village had already evinced an interest in the work of education by sustaining a seminary which offered facilities superior to any found elsewhere in the region.

THE CHARTER.

On application, the territorial legislature of Wisconsin enacted a charter for the college, approved February 2d, 1846, and printed on pages 103-4 of the volume of Laws of Wisconsin for 1846. The corporate title is "The Board of Trustees of Beloit College." By the act of incorporation, the board of trustees consists of sixteen members, with power to increase the number to twenty-four. Any seven constitute a quorum for the transaction of business. The board elects new members for no definite term of service, but failure for more than one year to attend to the duties of the trust may create a vacancy. The charter specifies no particular requirements for membership. The following persons

are named as original trustees, viz.: Reverends A. Kent, D. Clary, S. Peet, F. Bascom, C. Waterbury, J. D. Stevens, A. L. Chapin and R. M. Pearson, and Messrs. G. W. Hickcox, A. Raymond, C. M. Goodsell, E. H. Potter, L. G. Fisher, W. Talcott, C. G. Hempstead and S. Hinman — one half clergymen and one half laymen; one half resident in Wisconsin and one half in Illinois. Of these original members, nine have deceased, four are still in the board, which at present numbers twenty-three. The charter passes the administration of the college into the hands of the board of trustees, with broad general powers, subject to no direct supervision or control by the state or municipal authorities. The college is, however, always open to visitation, and, in accordance with a subsequent statute, a report of the condition of the institution is made annually to the State Superintendent of Public Instruction. The Congregational and Presbyterian Churches of Wisconsin and northern Illinois are regarded as the proper constituency of the college; but the charter precludes the prescription of any religious tenets or opinions as qualifications required of instructors or conditions of admission for students. Its aim is accordingly to give a Christian, but not a sectarian, education. The charter fixes the location of the college and all its departments in Beloit, and reserves to the legislature full power to alter or repeal the act of incorporation. The board of trustees are empowered to confer on those whom they may deem worthy, all such honors and degrees as are usually conferred by like institutions. The original charter has served the purpose of the college thus far without amendment or alteration.

THE OBJECT OF THE COLLEGE.

The American college is an institution *sui generis*, developed by circumstances and conditions peculiar to this country. The founders of Beloit College had before them the type form, as presented in the colleges of the older states, especially in those of New England, and their aim was, not in servile imitation to copy a model, but as wisely as possible to adapt the leading ideas and features of those institutions to the fresh life and swift growth of the west. So, the object of the institution they aimed to build was defined to be, to provide for the *thorough, liberal, Christian education of young men*; education being understood to mean chiefly, a self-development of the individual under training, to a true self-possession and command of his best faculties. The course of study was thus arranged for discipline even more than for instruction, though both are included. The design comprehends a training in language as the great instrument and condition of all culture, civilization or thought; in mathematics and science, as means of both guiding the processes of investigation and thought, and furnishing the matter of learning; in the histories of nature and of man, as the sources of practical knowledge; and in those philosophic and moral principles necessary to complete the general preparation for a broad and useful life. Under the conviction that positive principles of religious faith are essential to right thought as well as to right life, the institution is intended to be a *religious college* — not denominational, but distinctly and earnestly evangelical. Its endeavor is to combine in its culture, learning, religion and

morality, so as to form habits of thought, faith and rectitude, which will best fit men alike to succeed in the world, to do the world good, and to realize the Christian's hope in the world to come.

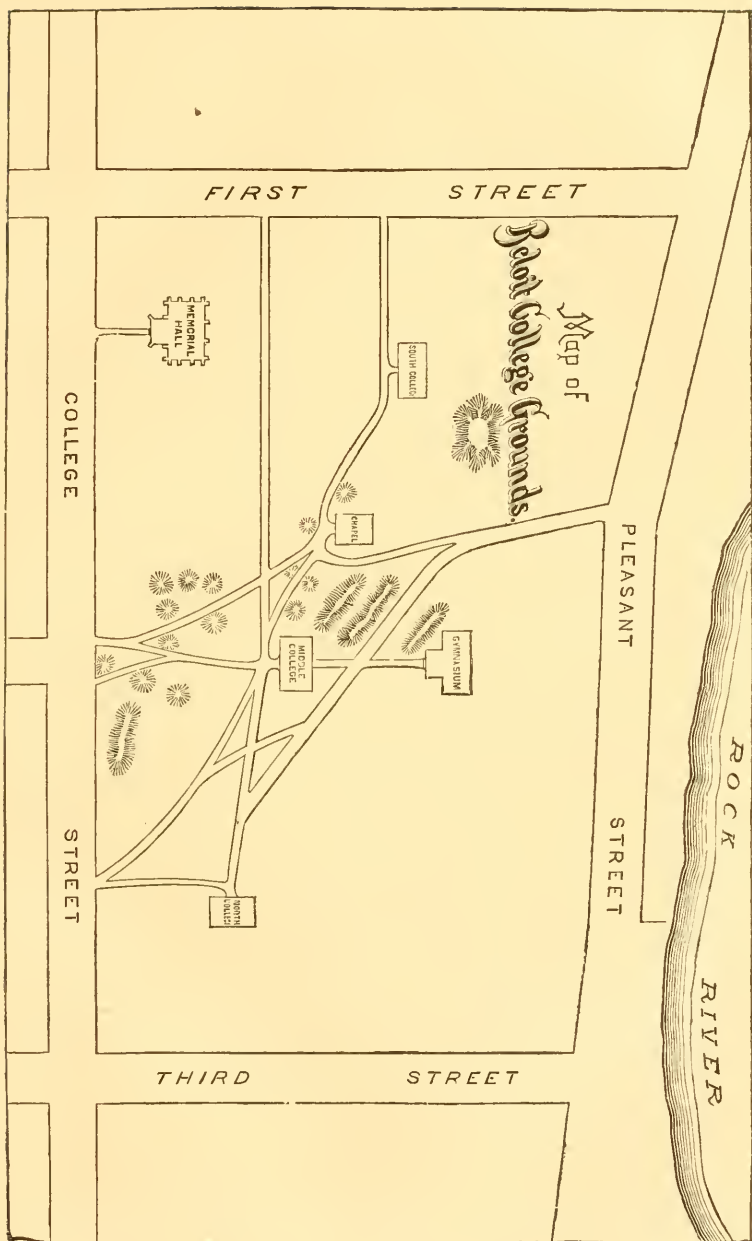
HISTORY.

The Board of Trustees of Beloit College held their first meeting October 23d, 1845, and took preliminary measures to secure a charter, select a location and devise a plan for a building. The charter enacted by the legislature was accepted October 13th, 1846. On the 24th of June, 1847, the corner stone of the first building was laid with appropriate ceremonies and public exercises. On the same day the first appointment of a professor was made, but that appointment was declined. The college was opened for its first class October 15, 1847, when five young men were examined, admitted as a Freshman class, and placed temporarily under the instruction of Mr. S. T. Merrill, then in charge of the Beloit Seminary. On the 23d of May, 1848, Mr. Jackson J. Bushnell was appointed Professor of Mathematics and Natural Philosophy, and Mr. Joseph Emerson Professor of Languages. These two gentlemen entered upon their duties at once, and to them was committed the class already received, and the further internal organization and administration of the college. On the 21st of November, 1849, Rev. Aaron L. Chapin was elected President of the college. He entered upon the duties of that office February 1st, 1850, and on the 24th of July of the same year he was formally inaugurated with public exercises held in a grove near the northwest corner of the college grounds. The first class was

graduated July 9th, 1851. Since then, a regular accession of classes has been kept up. Other appointments to the faculty of instruction, the enlargement of the college in the erection of buildings, the accumulation of endowments and the numbers of the several classes as graduated are given further on, under distinct titles. At the close of the first decade of the life of the college, a convention of its friends was held July 8th, 1857, when Prof. J. Emerson delivered a historical address, and resolutions were adopted recognizing the divine favor to the enterprise, and commending the college anew to the confidence of the friends of thorough education, with an earnest appeal for contributions to increase its resources. The annual commencement, July 14th, 1869, was made an occasion of special interest by the formal dedication of the Memorial Hall, erected in honor of those connected with the college who had served in the war for the preservation of the Union. Hon. Matthew H. Carpenter, U. S. Senator from Wisconsin, delivered an oration, and several of the Alumni and distinguished soldiers of the war gave brief addresses. In connection with the commencement of July 9th, 1872, the twenty-fifth anniversary of the opening of the college was commemorated by appropriate exercises, in which representatives from the Trustees, the Faculty and the Alumni, bore a part.

SITE AND BUILDINGS.

The site of the college is near the centre of the city of Beloit, on the south line of the state of Wisconsin, midway between lake Michigan and the Mississippi river. The city is easily accessible from all directions,



by two lines of railroad, one running north and south, and the other east and west, which cross each other at this place. The population of the city is about 5,000.

The college grounds inclose an area of 24 acres, sketched in outline on the map preceding. The premises are bounded by streets on every side, and the surface is diversified by groves and ravines, presenting a broad and elevated plateau fronting to the east, and on the west, sloping down nearly to the level of Rock River, from which it is separated by a street and a narrow tier of lots on the west side. This site was a place specially honored by the pre-historic races, as is attested by twenty of their mounds still preserved within its limits, one of which originally bore the unmistakable outlines of a turtle. At points indicated on the map stand six college buildings:

1. Middle College, begun in 1847, was finished so far as to be occupied the following year. It is an edifice of brick, measuring 64 feet by 44, and has three stories and an attic, surmounted by a cupola and belfry. The attic is occupied by students' rooms. The remainder is divided into ten rooms, devoted to lectures, recitations and laboratory work. Its cost was about \$10,000, mostly donated by citizens of Beloit with the original site.

2. North College, a dormitory of brick, three stories and a basement, measuring 54 feet by 40, was erected in 1854. The basement is used as a dining room and appendages for a students' club, and the three stories are divided into twelve suites of rooms for students. Its cost was about \$8,000, a small portion of which was contributed for the specific purpose.

3. The Chapel, a brick building, 60 feet in length by



MEMORIAL HALL OF BELOIT COLLEGE.

40 in breadth, of two high stories, was erected in 1858. The lower story is appropriated to two school rooms for the Preparatory School, and the upper to the religious services of both departments. Its cost was about \$6,000, one-half of which was contributed by the citizens of Beloit.

4. South College is a two story building of wood, erected in 1868, to furnish additional dormitory accommodations. Its dimensions are 72 feet by 35, and it is divided into sixteen rooms. It cost \$5,000.

5. Memorial Hall, a view of which is presented on page 9, was erected in 1869, in honor of more than 400 sons of the college who took part, 46 of whom died, in the war for the Union. It is built of cream colored limestone, in modern Gothic style, 70 feet in length by 40 in breadth, with a vestibule 28 feet by 20. Its cost was \$26,000, provided for mostly by special donations for the object, gathered in [the region. The vestibule is devoted to tablets and] memorials of the war. The main building is divided into two stories, each forming a large, high hall. The upper hall is occupied by the library and the lower by the cabinet. It is contemplated that both will be eventually devoted to the library, when a separate building will be provided for the cabinet.

6. The Gymnasium, a building of wood, 20 feet by 38, one story with a basement, was erected in 1874, at an expense, including apparatus, of \$3,900, contributed chiefly by alumni and members of the college and citizens of Beloit. This building, though the property of the college, is under the charge of an association, embracing members of the Faculty and students. Each

student is required to take part in a daily drill for half an hour, in light gymnastics and vocal culture. A bowling alley in the basement, and other apparatus, furnish facilities for additional voluntary exercise.

COURSE OF STUDY.

In carrying out the object heretofore indicated, it was the first purpose of the trustees to confine their efforts to founding and maintaining a college in the strict sense of the term, in which the course of study and the standard of scholarship should be set high. A course of study was accordingly adopted conformed to those of the best eastern colleges. That purpose has been steadily adhered to as the chief aim, and that leading course of study has been changed only to be elevated and improved. But it was soon found that this region furnished hardly any facilities for preparing young men to enter college, and that there was great demand for an advanced English education, especially to prepare teachers for the public schools. Hence the absolute necessity of establishing, in connection with the college, a Preparatory Department and a Normal and English Department. The rapid development and wide range of Physical Science within the last quarter century, and the new professions which have thus been opened to young men, have made it advisable also to establish a course of study parallel and equivalent to the first, which shall bring within its scope new branches and a more thorough investigation of science and philosophy. As now organized, the college provides for young men, 1. The old classical course of study; 2. A Parallel Philosophical course, and, 3. A Preparatory school. These are severally presented in detail in the following tables:

CLASSICAL COURSE OF STUDY AT DIFFERENT PERIODS.

	1847.	1860.	1875.
FRESHMAN YEAR.	Livy. Algebra. Homer's Iliad.	Livy, Lat. Prose Comp. Algebra. Homer's Iliad, Greek Prose Composition. Ancient History, Greece.	Livy, Lat. Prose Comp. Algebra. Homer's Odyssey, Greek Prose Comp. Ancient Hist., Greece. Chaucer. Gr. Testam't, Gospels.
	Livy. Algebra. Geometry. Homer's Iliad.	Livy, Latin Prose. Algebra, Geometry. Homer's Iliad, Greek Prose. Ancient History, Rome.	Livy. Geometry. Homer's Odyssey, Greek Prose. Ancient Hist., Rome. Chaucer. Gr. Testam't, Gospels.
	Horace. Geometry. Herodotus. Rhetorical Exercises, weekly through the year.	Horace, Latin Prose. Geometry. Herodotus, Gr. Prose. Weekly lessons in Chaucer, and Greek Testament, Weekly themes and declama- tions thro' the year.	Horace. Geometry, Plane Trig- onometry, Mensura- tion, Surveying. Herodotus, Gr. Prose. Chaucer. Greek Testament, Gos- pels.
SOPHOMORE YEAR.	Horace. Geometry, Trigonom- etry. Herodotus, Xeno- phon's Memorabilia.	Horace, Latin Prose Composition. Trigonometry, Mensu- ration, Surveying and Navigation. Xenophon's Memora- bilia. Greek Prose Composition. Medieval History.	German. Spherical Trigonome- try, Navigation, Conic Sections. Xenophon's Memora- bilia. Ancient History, East. Spenser. Gr. Testam't, Gospels.
	Cicero de Senectute and de Amicitia. Trigonometry, Mensu- ration, Surveying. The Alcestis of Eurip- ides. Rhetoric.	Tacitus on Oratory, Rhetoric. Trigonometry, Conic Sections. Plato's Apology and Crito, Greek Prose Composition. Modern History.	German. Greek Tragedy, Chemistry. Spenser. Greek Testament.
	Cicero de Oratore, Navigation, Conic Sections. The Prometheus of Æschylus. Rhetorical Exercises weekly through the year.	Tacitus, Rhetoric. Analytical Geometry, Calculus. The Prometheus of Æschylus, Greek Prose Composition. Physiology. Weekly Lessons in Spenser and Greek Testament, Weekly themes and declama- tions thro' the year.	Horace. Analytical Geometry, Calculus. Chemistry. Milton. Greek Testament.

CLASSICAL COURSE OF STUDY — *continued.*

	1847.	1860.	1875.
JUNIOR YEAR.	Tacitus. Natural Philosophy. Electra of Sophocles. Plato's Gorgias.	Cicero de Officiis. Natural Philosophy. German.	Rhetoric. Natural Philosophy. Mineralogy. Mediaval History and History of Civiliza- tion. English Literature. Greek Testament, Epistles.
	Tacitus. Natural Philosophy. Demosthenes de Coro- na.	German. Natural Philosophy. Chemistry. Guizot's History of Civilization.	Rhetorical Analysis of Cicero and Demos- thenes. Natural Philosophy. Mental Philosophy. English Literature. Greek Testament.
	Select Latin. Astronomy, Botany. Natural Theology. Evidences of Christi- anity. Weekly rhetorical ex- ercises through the year.	Tacitus. The Antigone of Soph- ocles. Astronomy, Botany, Zoology. Weekly lessons from Milton, and weekly themes and orations through the year.	Tacitus. Thucydides. Botany. Plato's Apology, Crito and Phaedo. English Literature. Greek Testament.
SENIOR YEAR.	Astronomy. Intellectual Philoso- phy, Logic. Physiology. Zoology.	Plato's Gorgias. Logic. Geology and Mineral- ogy.	Cicero de Natura Deo- rum. Logic. Geology. Shakspeare. Greek Testament, Epistles.
	The Calculus. Moral Philosophy. Political Economy. Select Greek. Chemistry.	Demosthenes de Coro- na. Mental Philosophy. Political Economy. U. S. Constitution.	Political Economy. U. S. Constitution. Astronomy. Moral Philosophy. Shakspeare. Greek Testament.
	Mineralogy, Geology. U. S. Constitution. Evidences of Christi- anity. Weekly exercises in Rhetoric and Com- position through the year.	Moral Philosophy. Evidences of Christi- anity and Butler's Analogy. Weekly lessons from writers of the 18th and 19th centuries. Weekly themes and orations. Weekly lessons in Greek Testament through the year.	International Law. Butler's Analogy. Evidences of Christi- anity. Bacon. Greek Testament.

PHILOSOPHICAL COURSE OF STUDY.

1875.

Freshman Year.

TERMS.	LANGUAGES, RHETORIC AND CIVIL POLITY.	MATHEMATICS AND SCIENCE.	HISTORY AND BELLES-LETTRES.	PHILOSOPHY AND BIBLE STUDIES.
1st.	Latin or Greek. French.	Spherical Trigonometry. Navigation. Conic Sections.	Chaucer. Ancient History, Greece.	New Testament, Gospels.
2d.	Latin or Greek. French.	Crystallography.	Chaucer. Ancient History, Rome.	New Testament, Gospels.
3d.	Latin or Greek.	Anal. Geometry. Calculus, Botany	Chaucer.	New Testament, Gospels.

Sophomore Year.

1st.	Latin or Greek.	Mechanics and Hydrostatics. Chemistry.	Spenser, Milton. Ancient History, The East.	New Testament, Gospels.
2d.	Latin or Greek.	Pneumatics, Acoustics, Electricity, Magnetism, Optics. Chemistry.	Spenser and Milton.	New Testament, Gospels.
3d.	Latin or Greek.	Chemistry. Zoology.	Spenser and Milton.	New Testament, Gospels.

Junior Year.

1st.	Rhetoric. German.	Mineralogy.	Hist. of France. Hist. of Civilization Shaw's Manual.	New Testament. Acts.
2d.	German.	Astronomy.	Shaw's Manual.	New Testament, Epistles. Men's Philosophy
3d.	German, (two daily recitations).	Mineralogy. Lithology.	Shaw's Manual.	New Testament, Epistles.

Senior Year.

1st.		Geology.	German History and Literature. Shakspeare.	New Testament, Epistles. Logic.
2d.	Political Economy. U.S. Constitution	Geology.	Shakspeare.	New Testament, Epistles. Moral Philosophy
3d.	Internat'l Law	Comprehensive Review of Natural History.	Shakspeare.	New Testament, Epistles. Butler's Analogy Evid. of Christianity.

PREPARATORY SCHOOL.

Classical Course of Study.

1849.	1860.	1875.
Latin Grammar. Latin Reader. Sallust. Virgil. Cicero. Greek Grammar. Greek Reader. Greek Testament. English Grammar. Arithmetic. Algebra. Geography. U. S. History.	<div>1st year. {</div> Latin Grammar and Reader. English Grammar. Geography. Arithmetic. <div>2d year. {</div> Caesar, Virgil. Greek Grammar and Lessons. English Grammar. Analysis of Milton. Arithmetic. Geography. <div>3d year. {</div> Virgil. Cicero. Greek Reader. Algebra. U. S. History.	<div>First year. {</div> Latin Grammar and Lessons. Caesar. English Grammar, Orthography. Arithmetic. U. S. History. General History. Physiology. Physical Geography. <div>Second year. {</div> Caesar, Virgil. Greek Grammar and Lessons. Xenophon's Anabasis Arithmetic. Algebra. Ancient Hist., Greece and Rome. <div>3d year. {</div> Virgil, Cicero. Xenophon's Anabasis Homer. Algebra. Geometry.

English, Normal and Scientific Courses.

1849.	1860.	1875.
<i>Normal and English Course.</i>	<i>Normal and Scientific Course.</i>	<i>Elementary Scientific Course.</i>
English Grammar and Analysis. Geography. History. Arithmetic. Algebra. Geometry, Surveying. Conic Sections. Physiology, Botany. Chemistry. Mineralogy, Geology. Rhetoric, Logic. Mental and Moral Philosophy. Political Economy. Evidences of Christianity.	English Grammar and Analysis. Geography. U. S. History. Arithmetic, Algebra. Geometry, Surveying. Conic Sections. Natural Philosophy. Chemistry, Physiology. Botany, Zoology. Rhetoric, Logic. Mental and Moral Philosophy. Political Economy. U. S. Constitution. Evidences of Christianity.	<div>First year. {</div> English Grammar and Analysis. Arithmetic, Algebra. Civil and Physical Geography. U. S. History. Bookkeeping. <div>Sec. year. {</div> Latin. Algebra, Geometry. General History. State and U. S. Const. Natural Philosophy. Botany. <div>Third year. {</div> Latin or Greek. Algebra, Geometry. Plane Trigonometry. Surveying. Physiology, Zoology. Chemistry. Geology.

CHEMICAL DEPARTMENT.

Instruction is given in Chemistry by oral lectures and actual work on the part of the students, in the working laboratory, which was fitted up in 1870, and is under the charge of Prof. James H. Eaton. It has facilities for thirty students. The cabinet of minerals provides specimens for analysis.

PHYSICS.

In the department of Physics, recitations from text-books are supplemented by oral lectures, in connection with which principles are illustrated by means of varied apparatus.

NATURAL HISTORY.

In the several branches of Natural History, instruction is given by text-books, lectures, recitations and discussions, varied by field and laboratory work. Topics are also assigned to students for original investigation.

ENGLISH LITERATURE.

Through all the history of the college, this department has been made prominent. The weekly exercise kept up during the whole course is designed to introduce students to the leading writers of successive historical periods, with special attention to their idioms and style. For training in English Composition and Elocution, students are required from time to time to present original essays and orations on selected themes, with practice in reading and speaking.

BIBLE STUDIES.

The recitations in Bible Studies, every Monday morning, are designed to bring into review the historical

facts, the truths and principles of Christianity as they stand in the original scriptures, or are derived directly from them.

EXAMINATIONS.

The College year of thirty-nine weeks is divided into three terms. At the close of the first and second terms, each of the classes is examined orally, before the Faculty, in the studies of the term. At the close of each year, each class is subjected to a written examination in all the studies of the year. The results of these examinations are of importance in determining the standing of each student.

LIBRARY.

The College Library was commenced in 1848. For its progressive increase it has been indebted to many donors of books, or of means for their purchase. Among the largest donors of books were Rev. H. N. Brinsmade, D. D.; Rev. Prof. M. P. Squier, D. D.; Rev. Dr. Merrill, late of Middlebury, Vt.; Rev. A. Benton, and the United States government.

The Library now contains somewhat more than eight thousand volumes, besides several hundred pamphlets. It is dependent for its increase upon the continued liberality of donors, and upon the income of funds provided mainly for certain departments. These are, 1st. The Davis Fund, of \$500, given by Miss Elizabeth Davis, of Boston, Mass., for the department of English Literature. 2d. The Colton Fund, of \$5,000, left by the will of Mrs. Love Colton, devoted chiefly to the department of History and Civil Polity. 3d. The Emerson Fund, given in memory of Rev. Ralph Emerson, D. D., formerly professor in Andover Theological Seminary. This fund,

the value of which is estimated at \$15,000, is devoted to the department of Sacred and Classical Learning.

The Library is opened at stated times for consultation and for the drawing of books by members of the college.

COLLEGE SOCIETIES AMONG STUDENTS.

The Archæan Society was organized for literary and rhetorical practice in the first year of the college. It was reorganized a few years afterward as the Archæan Union, consisting of the Alethian and Delian Societies, having a common library of about 1,000 volumes, and common public meetings. Literary Societies are also maintained in the Preparatory school.

COLLEGE MAGAZINE.

A monthly magazine was commenced by the students in 1853, and is now in the twenty-second volume. It is now published semi-monthly under the name of the Round Table and Beloit Monthly.

A Reading Room is maintained under the auspices of the Archæan Union and the College Monthly.

The Missionary Society also has a library, and gathers information and organizes Christian effort in the college and the vicinity.

CABINET.

The College Cabinet contains: *a.* Minerals—150 species represented by about 1,000 specimens of good cabinet size of American and European localities; no species are represented with especial prominence. *b.* Rocks—300 specimens of crystalline and 50 of fragmental rocks of Wisconsin, 100 European crystalline and fragmental. All these specimens are neatly trimmed 4×3 inches, and the localities are accurately known.

Also 65 specimens of lava from Mount Vesuvius, from eruptions of different dates. *c.* Animals—This collection is small, shells and birds being best represented. *d.* Fossils—The Trenton limestone of this region is represented quite fully. With a few fossils from most of the formations, the Niagara of Wisconsin and the Upper Helderberg at the Falls of the Ohio, have contributed the greater number of specimens. There is a European collection of 183 species. It is expected that the Palæozoic fossils will be largely increased from the state geological survey. *e.* Plants—The botanical collection embraces more than three thousand species of plants collected in this country and Europe.

SCHOLARSHIPS AND BENEFICIARY FUNDS.

The sum of \$9,000, received through bequests and donations for this purpose, is set apart as an Educational Fund, the income of which is appropriated in aid of students with narrow means, preparing for the Christian ministry in connection with any evangelical denomination.

The payment of \$500 establishes a permanent scholarship which provides for the tuition of one student annually, to be named by the donor or by the College Faculty. Sixteen such scholarships, of which four were contributed by churches, have been fully paid and are now available. Several others, on which partial payments have been made, remain to be filled up in the future.

Formerly, an individual scholarship was offered on payment of \$100, which provides for the tuition of one student through the college course of four years, or its

equivalent in the Preparatory School. No new scholarships are issued on this plan, but one hundred such were established, twenty-seven of which have been used up, and the remainder are still good for the period of twenty-five years from the date of the donation. The only conditions of these scholarships, both permanent and single are, that the benefit shall be in every case a free gift to the occupant, and that his conduct and scholarship must be approved by the Faculty as meeting the requirements of the College.

Through these resources, the income of about \$25,000 is available for the relief of students who are struggling against pecuniary embarrassments to secure a liberal education.

PRIZES.

By the benefactions of several donors, three prize-scholarships have been founded, available for tuition in whole or in part, one for each of the three last years of the College course, awarded to the student of highest standing in scholarship.

A Scholarship has also been founded which offers free tuition for one year to the graduate of any High School in Wisconsin or Illinois who passes the best examination on admission to the College.

There are provided, also, a small prize for the student who passes the best examination for admission to the Freshman Class, two prizes awarded to members of the Sophomore and Freshman classes for excellence in declamation, and a prize, competed for by members of the Senior Class, presenting English essays on subjects assigned.

STUDENTS IN COLLEGE CLASSES AT BELOIT COLLEGE.

<i>Years.</i>	Freshman.	Sophomore.	Junior.	Senior.	Special.	Total.	Graduated.	Left.
1847-8.....	5	..	..	..	..	5	..	1
1848-9.....	..	4	..	..	..	4	..	..
1849-50.....	5	..	4	..	..	9	..	1
1850-1.....	10	4	..	3	..	17	3	1
1851-2.....	13	10	5	1	..	29	1	6
1852-3.....	16	11	7	5	..	39	5	13
1853-4.....	9	11	6	4	..	30	4	4
1854-5.....	15	9	7	5	..	36	4	4
1855-6.....	13	13	7	7	..	40	7	2
1856-7.....	15	11	11	8	..	45	8	9
1857-8.....	14	14	8	8	..	44	8	7
1858-9.....	21	9	8	7	7	52	8	4
1859-60.....	23	21	8	8	..	60	7	13
1860-1.....	17	21	18	4	..	60	4	15
1861-2.....	23	10	15	16	..	64	16	5
1862-3.....	30	16	9	13	..	68	12	14
1863-4.....	25	21	13	4	..	63	3	8
1864-5.....	24	17	20	7	..	68	7	16
1865-6.....	28	13	16	18	..	75	17	11
1866-7.....	37	23	8	14	..	82	13	21
1867-8.....	18	25	13	8	..	64	8	11
1868-9.....	29	15	20	13	..	77	13	18
1869-70.....	31	18	11	17	..	77	18	15
1870-1.....	14	20	14	11	5	64	11	12
1871-2.....	15	12	13	13	5	58	13	12
1872-3.....	20	14	10	13	..	57	13	15
1873-4.....	29	15	5	9	..	58	9	8
1874-5.....	25	28	9	3	..	65	3	11
1875-6.....	29	19	21	10	..	79	..	..

Graduated at Beloit. - - - - - 216

Graduated elsewhere, - - - - - 43

Died during course, - - - - - 8

Still in college at Beloit, - - - - - 79

Failed to complete the college course, - - - - - 208

Total number, - - - - - 554

HISTORICAL SKETCH

RESIDENCES OF STUDENTS IN ALL DEPARTMENTS AS SHOWN BY ANNUAL CATALOGUES.

[illegible]

ALUMNI OF BELOIT COLLEGE.
RESIDENCE of Alumni of Beloit College at Graduation, and in 1876.

	Maine.	N. H.	Mass.	Conn.	N. Y.	N. J.	Penn.	Md.	Va.	D. C.	Fla.	Ala.	Ohio.	Mich.	Ind.	Illin's.	Wis.	Minn.	Iowa.	Kan.	Neb.	Dak.	Col.	Mont.	Cal.	Oreg.	La.	Texas.	S. Am.	Can.	Irel'd.	Wales.	Eng.	(Germ.)	Turk.	India.	China.	Japan.	Total.	
At graduation, -	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	216	
Died, -	1	1	5	1	1	1	1	2	1	1	1	1	3	5	5	4	4	1	5	5	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	18
In 1876, -	1	1	6	1	1	1	5	2	1	2	1	1	3	5	5	4	4	1	5	5	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	1	1	196	

EMPLOYMENT of Alumni of Beloit College, 1876.

	Minis- ters.	Foreign Mission.	Theolog. Studts.	College Pres.	Profs. in Colleg's.	Inst's in Colleg's.	Prin. in Colleg's.	Prof. in D. & A. in	Teachers	Medical Profes.	Physi- cians.	Dentist.	Law- yers.	Law Stu- dents.	Editors.	Total of Profes.	Manufac- turers.	Mer- chants.	Clerks.	Real Es- tate Br.	Rail- road.	Survey- or.	Sales- man.	Station- er.	Miner.	Insur- ance.	Total in business.	Un- classified.	Total.	
Living, -	63	7	14	2	4	1	1	3	12	1	11	2	22	28	10	160	6	13	3	2	2	1	1	1	1	1	32	6	198	
Deceased, -	3	..	4	2	1	1	2	2	8	..	16
Total, -	66	7	18	2	4	1	1	3	14	2	12	4	24	36	10	176	6	13	3	2	2	1	1	1	1	1	32	6	216	

STATIONS which have been occupied by former Students of Beloit College, as Ministers of the Gospel.

	Maine.	N. H.	Ver.	Mass.	R. I.	Conn.	N. Y.	N. J.	Penn.	Fla.	Ohio.	Ind.	Mich.	Ill.	Wis.	Minn.	Iowa.	Mo.	Kan.	Neb.	Dak.	Col.	Wyom.	Cal.	Oreg.	Tot. in 25 Sts.	Mex.	Can.	Eng.	Turk.	Japan.	China.	India.	In 7 count.	Total.
Grad., 78.	5	3	5	14	..	4	7	3	5	1	6	3	6	38	64	7	9	1	4	9	2	4	1	5	1	297	1	3	3	2	1	2	1	13	220
N-gr., 29.	3	2	1	5	1	..	..	..	2	..	2	1	18	52	40	14	13	4	1	2	1	..	..	7	..	145	..	..	..	..	..	..	..	..	145
Total..	8	5	6	19	1	4	7	3	7	1	8	4	24	65	104	21	22	5	5	11	3	4	1	12	1	..	1	3	3	2	2	2	1	..	365

GIFTS AND ENDOWMENTS.

<i>Benefactors.</i>	<i>Date.</i>	<i>Amount.</i>	<i>Objects.</i>
Citizens of Beloit, - -	1845-00	\$3,500	Site.
Citizens of Beloit, - -	1845-48	9,500	Middle College.
Rev. Henry Barber, - -	1846-00	1,000	General purposes.
Thomas W. Williams, - -	1847-67	12,000	Professorship.
Citizens of Saybrook, - -	1848-00	500	Charity scholarship.
Citizens of Milwaukee, - -	1849-00	2,200	Endowment.
Citizens of Galena, - -	1849-00	105	General purposes.
Mrs. Sarah Austin, - -	1850-00	500	Charity scholarship.
Meneely & Co., - -	1850-00	24	Bell.
Ladies of Beloit, - -	1850-00	85	Bell and Library cases.
J. J. Bushnell, - -	1850-00	500	Apparatus.
Mrs. Sarah W. Hale, - -	1850-00	35,000	Professorship, cur. expen.
Miles P. Squier, D. D., - -	1850-00	10,000	Professorship.
Rev. David Root, - -	1850-63	10,000	Professorship.
John Emerson, - -	1850-52	1,000	Charity scholarships.
General subscriptions (West)	1850-53	8,000	Scholarships, cur. expen.
Citizens of Chicago, - -	1852-00	3,900	Endowments.
Mrs. L. Colton, - -	1852-54	1,000	Chapel, library, N. Col'ge.
Mrs. Z. P. Banister, - -	1852-00	100	General purposes.
Mrs. L. H. Sigourney, - -	1853-00	20	Library.
Danforth, Wright & Co., - -	1853-00	250	Diploma plate.
Joseph Otis (bequest), - -	1851-00	2,000	Charity scholarships.
General subscriptions (West)	1853-54	2,000	Scholarships, gen'l uses.
H. N. Brinsmade, D. D., - -	1854-65	7,000	Professorship.
E. C. Chapin, - -	1854-56	1,000	North College.
General subscriptions (West)	1856-00	13,000	General purposes.
Mrs. L. Colton (bequest), - -	1857-00	5,000	Library fund.
General subscriptions (East)	1857-60	7,800	General purposes.
Citizens of Beloit, - -	1857-00	3,000	Chapel.
An anonymous friend, - -	1863-00	10,000	Endowment fund.
Subscriptions (East), - -	1863-64	15,000	Endowment fund.
W. S. Gilman, - -	1864-00	5,000	Endowment fund.
Miss C. E. Nye (bequest), - -	1864-00	1,500	General purposes.
James T. Lewis, - -	1865-00	100	Prize fund.
A. Harwood, - -	1865-00	12,000	Professorship.
Ralph Emerson, - -	1866-00	15,000	Library fund.
Mrs. James H. Rogers, - -	1868-00	500	Prize scholarship.
General subscriptions (West)	1863-70	25,000	Scholarships, gen'l uses.
General subscriptions (West)	1866-70	18,000	Memorial Hall.
Miss E. Davis, - -	1870-00	500	Library fund.
Mrs. M. T. Ripley, - -	1871-00	500	Fund for Chemical Dep't.
Subscriptions (West), - -	1872-00	10,000	Endowment.
Citizens of Beloit, Alumni, and others, - -	1872-75	3,500	Gymnasium.
Rufus Dodge (bequest), - -	1873-00	5,000	Education fund.
Mrs. M. P. Squier (bequest), - -	1875-00	2,000	Squier professorship.
James S. Seymour (bequest), - -	1876-00	3,000	Squier professorship.
Miscellaneous small contr'ns, - -	.....	1,500	General purposes.
Wis. Normal School Fund*, - -	58-59-60	3,440	Current expenses.
Contributions from the East through Western Col. Soc'y, - -	1849-57	8,000	Current expenses.

* Before the establishment of State Normal Schools, a distribution of the income of the Wisconsin Normal School Fund was made to several institutions in the state doing Normal work, in which Beloit College participated. It has received no other grant from the state.

SUCCESSIVE OFFICERS AND MEMBERS.

<i>Elect.</i>		<i>Ret.</i>
	<i>Presidents of the Board.</i>	
1845	* Rev. Aratus Kent, - - - - -	1850
1850	Rev. Aaron L. Chapin, D. D., - - - - -	—
	<i>Secretaries of the Board.</i>	
1845	* Rev. Dexter Clary, - - - - -	1874
1874	Rev. Henry P. Higley, - - - - -	—
	<i>Members.</i>	
1845	* Rev. Aratus Kent, - - - - -	1869
1845	* Rev. Dexter Clary, - - - - -	1874
1845	* Rev. Stephen Peet, - - - - -	1855
1845	Rev. Flavel Bascom, - - - - -	1850
1845	Rev. Calvin Waterbury, - - - - -	1850
1845	Rev. Jedediah D. Stevens, - - - - -	1873
1845	Rev. Aaron L. Chapin, D. D., - - - - -	—
1845	Rev. Ruel M. Pearson, - - - - -	—
1845	* George W. Hickcox, - - - - -	1856
1845	* Augustine Raymond, - - - - -	1851
1845	* Charles M. Goodsell, - - - - -	1848
1845	* Ephraim H. Potter, - - - - -	1857
1845	Lucius G. Fisher, - - - - -	—
1845	Wait Talcott, - - - - -	—
1845	* Charles S. Hempstead, - - - - -	1847
1845	* Samuel Hinman, - - - - -	1865
1848	* Horatio Newhall, M. D., - - - - -	1866
1848	* Eliphalet Cramer, - - - - -	1858
1850	Rev. G. S. F. Savage, D. D., - - - - -	—
1851	* Rev. Harvey Curtis, D. D., - - - - -	1858
1851	* Rev. John Lewis, - - - - -	1860
1851	Benjamin W. Raymond, - - - - -	—
1856	Rev. Isaac E. Cary, - - - - -	1858
1856	* James H. Rogers, - - - - -	1863
1856	Rev. Horatio N. Brinsmade, D. D., - - - - -	1865
1856	Anson P. Waterman, - - - - -	—
1858	Rev. Zephaniah M. Humphrey, D. D., - - - - -	1861
1858	Rev. Henry B. Holmes, - - - - -	1863
1858	Thomas D. Robertson, - - - - -	—
1858	Ellis S. Chesbrough, - - - - -	—
1858	Rev. Charles P. Bush, D. D., - - - - -	1860
1860	* Rev. Martin P. Kimney, - - - - -	1870
1861	Josiah L. Pickard, LL. D., - - - - -	—
1862	Rev. Charles D. Helmer, - - - - -	1876
1863	Rev. Isaac E. Carey, - - - - -	1874
1863	Rev. Charles Boynton, - - - - -	1870
1866	Samuel D. Hastings, - - - - -	—
1866	Rev. Enos J. Montague, - - - - -	—
1866	Rev. Samuel W. Eaton, - - - - -	—
1866	John R. Goodrich, - - - - -	—
1867	Roger H. Mills, - - - - -	—
1869	Sereno T. Merrill, - - - - -	—
1869	Rev. Joseph Collie, - - - - -	—
1870	Rev. Lyman Whiting, D. D., - - - - -	—
1870	Harlan M. Page, - - - - -	—
1873	Rev. Henry P. Higley, - - - - -	—
1874	Orlando B. Bidwell, - - - - -	—
1874	Rev. Henry A. Miner, - - - - -	—
	<i>Treasurers.</i>	
1849	* Jackson J. Bushnell, - - - - -	1856
1855	* Leander D. Gregory, - - - - -	1869
1863	Anson P. Waterman, - - - - -	—

* Deceased.

SUCCESSIVE MEMBERS OF THE FACULTY.

<i>Elect.</i>		<i>Ret.</i>
1848	<i>Chair of Mathematics and Natural Philosophy.</i> Jackson J. Bushnell, M. A., - - - - -	1853
1860	Rev. Henry L. Kelsey, M. A., - - - - -	1863
1864	*Jackson J. Bushnell, M. A., - - - - -	1873
	<i>Chair of Latin and Greek Languages.</i>	
1848	Joseph Emerson, M. A., - - - - -	1856
	<i>Chair of Chemistry and Natural Science.</i>	
1849	*Stephen P. Lathrop, M. D., - - - - -	1854
1858	Henry B. Nason, Ph. D., - - - - -	1866
1866	Elijah P. Harris, Ph. D., - - - - -	1868
1868	James H. Eaton, Ph. D., - - - - -	—
	<i>Chair of Intellectual and Moral Philosophy.</i>	
1850	*Miles P. Squier, D. D., - - - - -	1866
1864	James J. Blaisdell, D. D., - - - - -	—
	<i>Chair of History and Civil Polity.</i>	
1853	Aaron L. Chapin, D. D., - - - - -	—
	<i>Chair of Rhetoric and English Literature.</i>	
1853	Franklin W. Fisk, D. D., - - - - -	1859
1859	James J. Blaisdell, D. D., - - - - -	1864
1868	Rev. Lyman S. Rowland, M. A., - - - - -	1870
1871	Rev. Henry M. Whitney, M. A., - - - - -	—
	<i>Chair of Mathematics.</i>	
1854	Rev. William Porter, M. A., - - - - -	1856
	<i>Chair of Greek Language and Literature.</i>	
1856	Rev. Joseph Emerson, M. A., - - - - -	—
	<i>Chair of Latin Language and Literature.</i>	
1856	Rev. William Porter, M. A., - - - - -	—
	<i>Chair of Modern Languages.</i>	
1871	Peter Hendrickson, M. A., - - - - -	—
	<i>Chair of Geology, Zoology and Botany.</i>	
1872	Thomas C. Chamberlin, M. A., - - - - -	—
	<i>Principals of Preparatory School.</i>	
1854	Lucius D. Chapin, M. A., - - - - -	1855
1855	John P. Fisk, M. A., - - - - -	1871
1871	Ira W. Pettibone, M. A., - - - - -	—
	<i>Instructors in Mathematics.</i>	
1855	Rev. Mason P. Grosvenor, - - - - -	1855
1856	*Rev. Melzar Montague, M. A., - - - - -	1856
	<i>Instructor in Chemistry.</i>	
1856	*James Richards, M. D., - - - - -	1857
	<i>Instructors in Rhetoric.</i>	
1865	Henry C. Dickinson, B. A., - - - - -	1866
1866	*Rev. E. G. Miner, M. A., - - - - -	1867
	<i>Tutors.</i>	
1849	Isaac E. Carey, B. A., - - - - -	1851
1850	*Joseph Hurlbut, B. A., - - - - -	1851
1851	Thomas S. Potwin, B. A., - - - - -	1853
1853	Fisk P. Brewer, B. A., - - - - -	1854
1854	Lewis C. Baker, B. A., - - - - -	1855
1855	William D. Alexander, B. A., - - - - -	1856
1856	Peter McVicar, B. A., - - - - -	1857
1857	William H. Ward, B. A., - - - - -	1858
1857	Franklin C. Jones, B. A., - - - - -	1858
1858	Henry S. DeForest, B. A., - - - - -	1860
1864	*Henry C. Dickinson, B. A., - - - - -	1865
	<i>Assistants in Preparatory School.</i>	
1871	Allison D. Adams, B. A., - - - - -	1872
1872	Thomas D. Christie, B. A., - - - - -	1874
1874	George B. Adams, B. A., - - - - -	1875
1874	Goodwin D. Swezey, B. A., - - - - -	1875
1875	Samuel T. Kidder, B. A., - - - - -	—

* Deceased.

DEGREES.

Beloit College has conferred the degree of Bachelor of Arts on 216 young men, of whom 105 have received also the degree of Master of Arts in course. Honorary degrees have been conferred as follows:

- 1857. LL. D. on *Edward V. Whiton.
- 1857. M. A. " John P. Fisk.
- 1858. M. A. " Henry Freeman.
- 1858. M. A. " James F. Hunnewell.
- 1861. M. A. " *Rev. Martin P. Kinney.
- 1861. M. A. " Rev. Edward Brown.
- 1861. LL. D. " Orsamus Cole.
- 1863. LL. D. " *Richard Yates.
- 1863. LL. D. " David Davis.
- 1864. M. A. " Prof. Chester S. Lyman.
- 1869. LL. D. " Timothy O. Howe.
- 1869. LL. D. " Matthew H. Carpenter.
- 1869. D. D. " Rev. Flavel Bascom.
- 1869. D. D. " *Rev. John J. Miter.
- 1869. M. A. " Rev. James R. Danforth.
- 1870. LL. D. " Josiah L. Pickard.
- 1870. LL. D. " Jason Downer.
- 1870. D. D. " Prof. James T. Hyde.
- 1871. D. D. " Pres. James W. Strong.
- 1871. D. D. " Pres. Peter McVicar.
- 1872. LL. D. " Cadwallader C. Washburn.
- 1872. M. A. " Alfred A. Jackson.
- 1873. D. D. " Stephen R. Riggs.
- 1873. D. D. " *Rev. James B. Miles.
- 1874. M. A. " Rev. Edward P. Salmon.
- 1874. M. A. " Rev. Joel G. Sabin.
- 1874. M. A. " Rev. Spencer R. Wells.

*Deceased.

DENOMINATIONS OF MINISTERS WHO HAVE STUDIED AT
BELOIT.

The auspices under which the College was planted, and the influences attending its growth, have conduced to direct the attention of many of its students to the Christian ministry as a profession. The following table shows how the fruits of its work, in this respect, have been distributed among the different branches of the church:

	Cong.	Pres.	Meth.	Epis.	Ref'd	Unit.	Swed.	Total.
Graduated at Beloit.	54	14	5	3	1	.....	1	78
Graduated at other colleges	3	6	.....	1	.....	1	.....	11
Not graduates.	16	2	5	.....	.....	.....	.....	23
	73	22	10	4	1	1	1	112

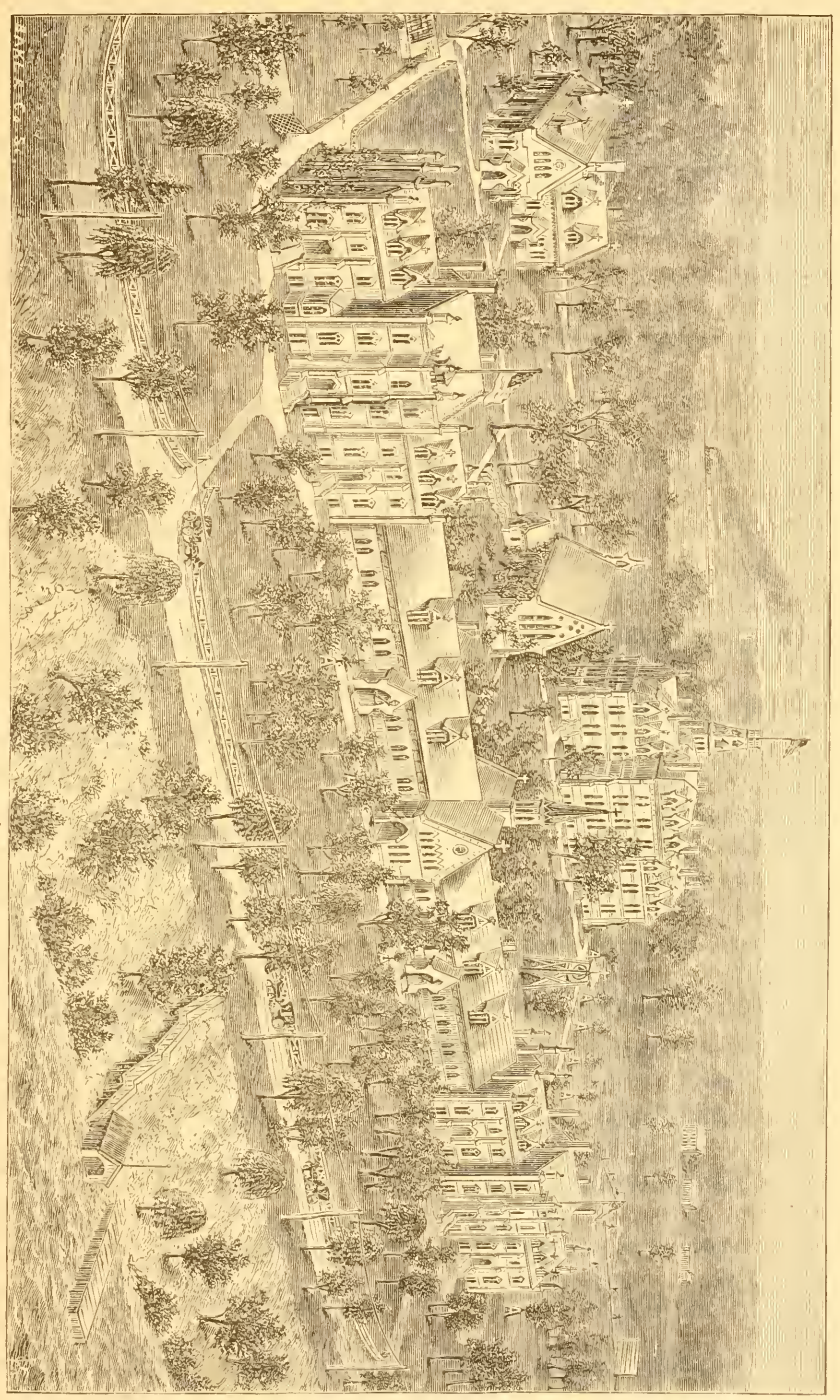
PROFESSIONAL SCHOOLS.

The charter authorizes the board of trustees to open departments for the study of the liberal professions. In the year 1852 some steps were taken preliminary to the establishing of a Theological School in connection with the college. But measures soon after adopted for setting up separate Theological Seminaries elsewhere on this field, led to the abandonment of the plan, and thus far no professional schools have been organized.

The Institution thus stands devoted to the one object of making as complete and thorough as possible the processes of a proper *college education*. The foundations have been laid broad and deep, and an auspicious beginning has been made. For the full accomplishment of its aim, large additions to its endowments are needed.

If the spirit of Christian beneficence, which has been its dependence hitherto, shall, in the years to come, be expanded in due proportion to the developing wealth of the region, the wants of the enterprise will be met and its abiding prosperity ensured.

THE PRESENT BUILDINGS OF RACINE COLLEGE.



HISTORICAL SKETCH OF RACINE COLLEGE.

Racine College, situated in the limits of the city of Racine, Wisconsin, was founded A. D. 1852. It owes its foundation no doubt, primarily, to the conviction of those who were leaders in the enterprise, that the interests of religion and the political interests of the country so intimately interwoven with the morals of its people, demanded that the doctrines of, and the great principles of morality embraced in the gospel of our Lord, Jesus Christ, should enter prominently into the education of the youth of the land; and secondarily, to the added conviction that the branch of the Catholic church, called in this country the Protestant Episcopal, had an imperative duty lying in this direction. Prompted by this motive, the question of an Episcopal college in the diocese of Wisconsin first arose in the convention of the church assembled in Milwaukee A. D. 1851, with the venerated Bishop Kemper at its head. It was then resolved that steps should be taken for the founding of such an institution, and that it should be given to that one of the lake cities that should first secure a site of six acres of ground, and pledges of not less than six thousand dollars to put a building thereon. General

Philo White, in a letter which is recorded in the minutes of the Trustees, claims for himself and the Rev. Dr. Cole, President of Nashotah House, the sponsorship of the idea. And accordingly we find that the detail of business connected with the movement was put into the hands of a committee, consisting of those two gentlemen and Jacob Morrison, Esq.

The church in Racine at this time was few in numbers and feeble in means; but, aided by the local interest which now came into play, it entered spiritedly into the contest with its much stronger rival in Milwaukee. Two influential citizens of the place, Dr. Elias Smith, still a Trustee of the institution, and Marshall M. Strong, late a Trustee but now dead, took the matter in hand, and in a very short time, in advance of all other competitors, had not only met but gone much beyond the requirements of the resolution of the convention, having secured a site of ten acres, and subscriptions to the amount of \$10,000 for a building. So Racine had won the location. The site, donated by Charles S. Wright and his brother Truman G. Wright, was all that could be desired. Racine city, as is well known, is situated on a neck of sandy and gravel land, lying high and dry between a far extending prairie on the west, and Lake Michigan on the east. On the narrowest part of this neck of land, with the native forest trees still standing, about one mile and a half south of the central part of the city, the college is located; and to those fond of broadly extended and varied views, nothing could be more picturesque and pleasing. The fertile prairie dotted with its farm houses and frequent clusters of trees, and the boundless expanse of the lake covered with its

numerous sails and other crafts of commerce, fall at a glance under the eye of the beholder from the college lookout, and what is of still greater importance, the location is unexcelled in healthfulness. Such a site being secured, and the subscription in hand for the proposed building, application was immediately made to the legislature for a charter, which, with liberal provisions, was granted on the 3d day of March, A. D. 1852, and entitled "An act to incorporate the Board of Trustees of Racine College." The names of the corporators given in this charter are as follows, in their order: Roswell Park, Elias Smith, Isaac Taylor, Philo White, Isaac J. Ullman, Matthew B. Mead, Nelson Pendleton, Marshall M. Strong, Joseph H. Nichols, Jackson Kemper, Benjamin Akerly, Thos. J. Ruger, William Adams, Eleazer A. Greenleaf, J. Bodwell Doe and Azel D. Cole, and it was provided that they should choose their own associates and successors.

The first meeting of the board was held on the 10th day of March, A. D. 1852, and presided over by the Rev. Joseph H. Nichols,* the Rector at that time of St.

* The Rev. Joseph Hurlbut Nichols, A. M., the first President of the Board of Trustees of Racine College, and for nine years an honored member of its faculty, was born on the 20th of August, 1805, at Newtown, Conn. He was graduated at Yale College in 1825, admitted to the bar in Albany, N. Y., in 1828, and soon after became a student in divinity, and was ordained to the ministry by Bishop Benjamin T. Onderdonk, in 1831; was for some time assistant to Bishop Moore, of Virginia, and in charge of the Monumental Church at Richmond; was subsequently for several years rector of Christ Church, Greenwich, Conn., and then assistant minister in Trinity Church, New Haven. From thence he was called, in 1848, to the rectorship of St. Luke's Church, Racine, and there, as noticed in the text, became connected with the college as one of the chief promoters of its organization. Shortly afterward, having resigned his rectorship of the parish, he became Professor of English Literature. In 1862, animated by patriotic zeal, though in feeble health, he entered the army as chaplain, and died at Washington the same year. Mr.

Luke's Church at Racine. At this meeting it was ordered "that the corner stone of the first building be laid on the 5th day of May following," which we find was accordingly done, with appropriate ceremonies, and an address by the Rev. Mr. Nichols. At a subsequent meeting, the building in process of erection was named Park Hall, in honor of the then contemplated first president of the institution, Rev. Roswell Park, D. D.,* whose name had already been placed at the head of the list of corporators. At a meeting of the board held about the first of November in the same year, Dr. Park was unanimously elected to the presidency of the incip-

Nichols was a man of high culture and fine poetic taste; was a popular magazine writer, and has left behind him some fugitive peices of poetry of rare merit.

* Rev. Roswell Park, D.D., was born at Lebanon, Conn., on the 1st of October, 1807. In 1831, he graduated at West Point, having held the appointment as assistant professor for the last two years of his course. He then received a lieutenant's commission in the United States engineer corps; but during the summer furlough studied at Union College, and there received his first degree in the arts; subsequently he was stationed at Newport, R. I., then at Boston, from which latter place he was called, in 1836, to the immediate charge of the Delaware breakwater. In the same year he was appointed and accepted the professorship of Natural Philosophy and Chemistry in the university of Pennsylvania. In 1842, he resigned his professorship and removed to Burlington, N. J., and there studied Theology, and was ordained to the ministry the same year. Soon afterward he opened a private school in Pomfret, Conn., which he carried on with great success till 1852, when he was called to the presidency of Racine College. During most of the time of his connection with the college, he was also rector of the parish church, Professor Nichols having resigned that position on account of ill health. Upon the dissolution of his connection with the college, he removed to Chicago and opened there a private school, which he successfully carried on until the time of his death, which happened on the 16th of July, 1869. The published works of Dr. Park are a brief history of West Point, a large work entitled Pantology, or a systematic survey of human knowledge, and several volumes of poems, which are characterized by Dr. Everest, from whom this note is abridged, as being pervaded by a tone of true feeling, and at times by a vein of lively and pleasant humor.

ient institution, and of its Board of Trustees. He accepted the election and immediately entered upon his work with all the enthusiasm of an ambitious tiller of virgin soil. On the 15th day of the same month he opened the school, consisting of nine scholars, in a hired room, under the chartered name of Racine College. And in addition to the labor of the school, in which he was the only teacher, he seems to have taken upon himself the chief direction of the building and the management of the finances.

At a special meeting held on the 18th day of July, 1853, the following were added to the faculty: Rev. Joseph H. Nichols, A. M., Professor of English Literature; Marshall M. Strong, Esq., Lecturer on Political Science, and P. H. Hoy, M. D., Lecturer on Physiology and the Natural Sciences, and three young men as assistant teachers. On the 28th of this same month the first collegiate year closed with 33 students, and the first commencement was held, and Benjamin A. Segur, B. S., and Elijah Y. Smith, are the first recorded graduates.

On the 14th day of September following, Park Hall was finished and ready for occupancy, and within its walls the second collegiate year was entered upon. In his first annual catalogue Dr. Park thus describes this building, which is given here, as it was in some respects a model for subsequent ones: "The edifice is built of pale brick, in Gothic style, and is 120 feet long and 34 feet wide. The central part which projects to the front contains four large recitation rooms, besides a chapel, with open roof, occupying the whole of the upper story, and a kitchen and dining room in the basement. There are ten rooms in each wing designed for students'

dormitories."* To this description the Doctor adds the following: "The building was erected under the direction of a committee appointed by the subscribers, and consisting of Dr. Elias Smith and the Messrs. Isaac Taylor and John M. Cary, to whom the thanks of this community are eminently due for their assiduous, judicious and gratuitous prosecution of the work to a successful close."

The college being thus housed, and having an abiding place, it is worth while here to stop our progress for a moment, in order to see what was the *literary* standard set up, and just how far it was a Protestant Episcopal institution. . As to the former, the following is the description taken from the programme of the first catalogue: "Besides the preparatory department of Racine College, open to younger scholars, there will be two courses of study pursued in this institution, according to the aims and resources of the student. The full course is designed for those who wish to enter the learned professions, or at least to pursue an extended course of study. It will be conformed to the ordinary standard of American colleges. * * * The shorter course is designed for those students who wish to obtain a superior education, and then to engage in business pursuits. It may be entered upon at once, by those who are proficient in Arithmetic, Geography and English Grammar, without any previous study of Greek and Latin, and it may be completed in two years. So that a youth entering at fourteen may graduate at sixteen, and receive the lower degree of Bachelor of Sci-

*The interior of this building was subsequently remodeled, and so changed that it would not be recognized from this description.

ence, if he shall have sustained his examinations. Competent students, after graduating in the shorter course, may complete the full course in two years more, by close application, and then receive the ordinary degree of Bachelor of Arts."

As far as the objects of the two courses here laid out are concerned, the curriculum of studies prescribed is well fitted to meet them, but the writer is constrained to remark, that when it is implied that a youth of fourteen, with the required attainments, may obtain a superior education in two years, or graduate in four years with full college honors, reference must be had only to youths of very extraordinary ability.

As to the denominational character of the school, though a majority of the corporators were churchmen, several of them clergymen, there is in the first charter no other intimation that it was to be a church institution. But the President was a church clergyman, and at the meeting of the Trustees held in November, 1852, the following preamble and items were adopted:

"WHEREAS, Racine College was founded under the auspices of the Protestant Episcopal Church in the United States, and has already received considerable donations as a church institution, it is hereby understood and declared by the Board of Trustees:

"1. That in all future elections to the Board, preference be given to communicants or members of the Protestant Episcopal Church, unless there be special reasons to the contrary.

"2. That the Bishop of the diocese be *ex officio* a member of this Board and visitor of the College, with authority at all times to examine fully into the state of

its affairs; and to report on the same at any meeting of this Board.

"3. That the President of the College and the majority of the Faculty shall be communicants or members of the Protestant Episcopal Church.

"4. That the Book of Common Prayer of this church shall be used with the Bible regularly in the daily devotions."

So far, at this time, was the college a Protestant Episcopal institution. But that it was extremely liberal in the conduct of its affairs, is evident from the following statement found in the early catalogues: "Divine Service is performed every Sunday in the college chapel, but the students are free to attend any place of worship which they may choose, or their parents may desire." And further, it does not appear that any definite church instruction was given to the students, and in the list of text books used, no catechism or any other book of a church character (if we except Adams' Christian Science) is included.

Having thus glanced at the internal character of the institution, we now resume the history of its progress. For three or four years following, the points of interest are few. The board of trustees remained essentially unchanged. Outside aid was sought and obtained, in numerous instances, for improving the building, enlarging the library, collecting a cabinet and providing chemical and philosophical apparatus; insomuch that, aided by the current income from the students, and from lectures given by himself in different parts of the country, Dr. Park could report in his fifth annual catalogue library of 1,400 volumes, a valuable cabinet of min-

erals and curiosities, a respectable amount of philosophical apparatus, and a building, with its surroundings and fixtures, worth \$15,000, and the institution nearly free from debt, a gratifying result, due without doubt to the industry and the prudent and careful management that ever characterized the man.*

In the spring of 1857, so prosperous had the institution become financially and in respect to number of students, that a second building was declared necessary, and for this, without reference to their ecclesiastical connections, the citizens of Racine again came to the front with liberal hand, enabling the Doctor to report in November of the same year, as follows: "In April and May last, the citizens of Racine munificently subscribed \$12,000 for the erection of a second college building, a twin to the first, the corner-stone of which was laid by Bishop Kemper on the 4th day of last July, and the exterior of which is now completed so that it may be finished internally for the use of the English department in the coming season. The work has been thoroughly executed under the charge of a building committee consisting of Isaac Taylor, Lyman W. Monroe and Dr. Elias Smith, of the board of trustees, L. Bradley, Esq., being the architect." This building is

* In 1853, Octavius Perinchief, A. B., was added to the faculty, as tutor in Greek and Latin, and Llewellyn J. Evans, B. S., as principal of the English department. At the end of the year the number of students had increased to 62. In the third annual catalogue (1854), Mr. Evans appears as tutor in Latin and Greek, and Edward Seymour, A. B., as principal of the English department. Number of students, 63. In the fourth, the Rev. S. B. Scaman, A. M., appears as professor of Greek and Latin, and Warren J. Durham, A. B., principal of the English department. Number of students, 80. In the fifth, Prof. Scaman has been replaced by the Rev. George Cowel, A. M. Students, 51.

located about two hundred and forty feet south of Park Hall, and, with it, fronting the lake shore road.

At the time of this report, the stringency in the money market was increasing, and the prosperity which had so far attended the college began to wane. Students fell off largely, during the following year, and the final term closed in the midst of many discouragements, and fortunate it was that, under the president's careful management, no debt had accumulated. In the spring of 1859, he reports: "The new college building has not yet been completed, owing to the severity of the times; but all that remains to be done is the lathing, plastering and painting, which can be executed by sections when the room shall be required," thus indicating that, though somewhat depressed, he was buoyed up by hope, and still true to his instinct of avoiding debt.*

We have now passed in our review the last year of Dr. Park's presidency, and because radical changes followed thereupon and a general reconstruction of affairs, we may say that here ends the first stage of the history of the institution. And, before entering upon the second stage of its history, it would be wrong not to turn aside from our progress for a moment, and, so far as can be done in a sketch like this, give honor to whom

*The faculty of instruction, reported this year (1858-9), is as follows:

Rev. Roswell Park, D. D., President, and Professor of Mathematics and Natural Philosophy.

Rev. Joseph H. Nichols, A. M., Professor of English Literature.

Rev. Homer Wheeler, A. M., Professor of Greek and Latin, and Chaplain of the College.

Hon. J. R. Doolittle, LL. D., Lecturer on Legal Science and Political Economy.

Philo R. Hoy, M. D., Lecturer on the Natural Sciences and Physiology.

Warren J. Durham, A. B., Principal of the English Department.

honor is due, in starting an enterprise which promises to be of so great importance to coming generations. To the citizens of Racine, generally, the college owes a great debt of gratitude, not only for liberal contributions, but for an abiding interest in all its affairs, without which it could not have existed. But, without being invidious, I may name the following : Isaac Taylor, H. S. Durand, Nelson Pendleton, A. McClurg, Charles Wright & Brother, Lee & Dickson, L. W. Monroe, Charles Herrick and Gen. Philo White as the largest contributors of money; and Marshall M. Strong, Esq., who was not only a large contributor, but whose counsel and personal efforts down to the day of his death were of inestimable value; and Dr. Elias Smith, who, at every demand, has always contributed to the fullest extent of his ability, has been an active member on every building committee, and has stood, and still stands as a sentinel to give warning of any impending danger. To these men in particular, among the citizens, is the college greatly indebted for its foundation, but more especially to its first president. From the time that Dr. Park came upon the grounds, he was the acknowledged leader, not only of the educational work, but in all the financial interests; always forgetful of self, with nothing for his salary except what was left when all other claims were met,* he toiled on until the management was transferred to other hands, with one building complete, another nearly so, no debt incurred, and a property worth \$30,000. Hence, he is most justly entitled to the legend on his tomb beneath the chancel window of the

* In one report, after summing up his balance sheet for the year, he adds, "leaving for president's salary, \$7."

chapel : "REV. ROSWELL PARK, D.D., the FOUNDER and first President of Racine College."

HISTORY OF RACINE COLLEGE IN ITS SECOND STAGE.

We pass now to the history of Racine College in its second stage, which it entered upon in the autumn of 1859.

The changes in the constitution and character of the institution, which have already been alluded to as radical, had their origin in this wise: There was existing at this time a new institution at Delafield, Wis., under the chartered name of "St. John's Hall," designed to be a training school of young men pursuing their studies, preparatory to entering the Theological School of Nashotah House. This institution was under the rectorship of the Rev. James De Koven, now the Rev. Doctor James De Koven, the present Warden of the College, and, in which, he was assisted by the Rev. J. S. B. Hodges, and the Rev. Henry C. Shaw. Its building was only a cheap wooden structure. The thought suggested itself to the minds of many churchmen, that this institution might with profit be united to Racine College. Doctor Park immediately fell in with the idea, and, in order to effect the union, proposed to resign the presidency of the college into the hands of Dr. De Koven, and take upon himself a professorship, with the understanding that \$2,000, which Doctor Cole, the President of Nashotah House, had in hand as a building fund for St. John's Hall, should be expended in completing the unfinished building at Racine. The proposition was accepted, with the condition, that vacancies

should be made in the Board of Trustees of Racine, sufficient to admit the Trustees of St. John's; and that the charter should be modified, as soon as convenient, to suit the new management. The proposed arrangements were satisfactory to all parties concerned, and the details of the union at once entered upon. A special meeting of the trustees was held on the 7th day of September, 1859; the first business of which was to reconstruct the board as agreed upon.* To this new board, Dr. Park presented his resignation in the following words:

"To the Honorable, the Board of Trustees of Racine College.

"GENTLEMEN.—In order to effect the union of St. John's Hall with this institution, I hereby resign the office of President of Racine College and of its Board of Trustees, with grateful remembrance for all your past kindness, and fervent prayers for your future welfare.

"Very respectfully yours,

(Signed)

"ROSWELL PARK."

His resignation being accepted, and due complimentary resolutions passed, the Rt. Rev. Bishop Kemper was elected President of the Board of Trustees, and the Rev. James De Koven, Rector† of the College; the

*The names of the members of the board, as reconstructed, were as follows: Rt. Rev. Jackson Kemper, D. D.; Rt. Rev. Geo. Upfold, D. D.; Rt. Rev. Samuel A. McClosky, D. D.; Rt. Rev. H. B. Whipple, D. D.; Rev. Roswell Park, D. D.; Rev. Wm. Shelton, D. D.; Rev. Azel D. Cole, D. D.; Rev. William Adams, D. D.; Rev. R. H. Clarksen, D. D.; Rev. D. Keene, B. D.; Rev. J. P. T. Ingraham, B. D.; Rev. Joseph H. Nichols, Rev. J. S. B. Hodges, Rev. Clinton Locke, Rev. James De Koven, Dr. Elias Smith, Isaac Taylor, Nelson Pendleton, M. B. Mead, J. B. Doe, C. H. Larrabee, P. R. Morgan, Wm. K. May and Marshall M. Strong.

†This title implies the same as President. It was subsequently changed

Rev. J. S. B. Hodges, Vice Rector;* the Rev. H. C. Shaw, Head Master of the Grammar School, and the Rev. Edward Seymour, Assistant Master. Professor Wheeler was transferred to the Mathematical Department, and Doctor Park was made Chancellor and Professor of Natural Philosophy and Chemistry. The chair of Latin and Greek was left to be filled, for the time being, by the Warden.

The union being thus consummated, the new building was soon completed, and, in honor of Bishop Kemper, named *Kemper Hall*. On the 5th day of October, Racine College entered upon the work of its second stage in two divisions, a Grammar School and College proper, of which a further account will be given when we come to speak of the work done.

By the consent of all, the institution was now definitely proclaimed to be a church institution, not only in name, but in fact. In the first register published afterwards, it was declared "that the object of the institution was to educate the youth placed in it through the agency of the church of the Living God, and in the principles of the Catholic faith as held by the Protestant Episcopal Church in the United States, and with an especial view, moreover, to the preparing for the study of Theology, those intending to become Clergymen." And accordingly we find now, for the first time in the list of text books, such as the following: Church Catechism, Nicholl's Help to Reading the Bible, Theophilus Americanus, and other books of a like character.

to that of "Warden;" and hereafter this office will be spoken of under this last title.

* Mr. Hodges did not accept.

This proclamation was equivalent, of course, to throwing the institution for its support exclusively upon the church, and those who, though not of the church, were not afraid of her teaching. As might have been expected, very few of the students of the previous year returned, and the classes were, for the most part, made up of the young men, about thirty in number, whom Doctor De Koven had brought with him from St. John's Hall. So it may be said that, for this year at least, the college was dependent on the "daily bread" fund of Nashotah House.

It is worth while at this point to notice the following features in the government of the institution, now inaugurated, as they undoubtedly had much to do with its subsequent popularity. Except day scholars, who boarded at home with their parents, the students were all required to board in the college buildings, and after the former statement in the Register with reference to the religious character of the institution, we read the following: "The rector and three of the clergy reside with the students in the college buildings, and direct the internal government and discipline of the college. They devote their whole time and care to the duties of the institution, with the endeavor to realize the idea of a Christian family, where the teachers are elder brothers, and the scholars dutiful, obedient younger members, all working together for the good of each other and the glory of God. As a family they all meet together in a common dining hall, and as a family they all pray together, morning and evening, in the daily service of the church, in the college chapel. It is believed that in this way boys and young men are best shielded from sin and

evil when away from the shelter of home and the care of parents."

These features of college life, new in this country, if perhaps we except St. James College, Maryland, seemed to arrest the attention of parents having sons to educate. At any rate, during the following year, there was a large increase of pupils, the number rising from forty to upwards of sixty. This year, which was the eighth of the college, the faculty also was increased by the addition of Mr. E. B. Spalding, A. M., and H. H. Van Dusen, A. M., young men graduates of Hobart College, N. Y., as assistant masters in the Grammar School.

The year 1862 was especially marked by the procurement of the contemplated amendment to the charter, which provides that the Bishop of the diocese, the president of Nashotah House, and the Warden of the college, shall be ex officio trustees, and that all trustees hereafter elected shall be communicants of the Protestant Episcopal Church.

On the 10th day of July this year, the first class under the present wardenship was graduated. It consisted of the following six young men : Wm. Cox Pope, Thomas L. Bellam, Stephen W. Frisbie, Wm. J. Pigott, George A. Whitney, and George Vernor. These graduates were all preparatory students of Nashotah House, and are now all laboring in the ministry in different parts of the country, one, Mr. Bellam, being the rector of Jarvis Hall, Colorado.

In 1863, the first set of statutes was passed by the trustees and published, and under these statutes the board of fellows was organized, which, with some subsequent changes with respect to membership, privileges,

and duties, has continued down to the present day. It holds its meetings once a month, and is regarded as under the Warden, the governing body of the internal affairs of the institution.

The eleventh year, 1862-3, was marked by the following changes in the faculty : Prof. Nichols resigned and entered the army as chaplain ; Dr. Park also resigned both his offices, chancellor and professor, and Rev. J. C. Passmore, D. D., late of St. James College, Maryland, was called to and accepted the chair of Rhetoric, Intellectual Philosophy and Political Economy. Dr. Passmore brought to this chair a long experience, having been for twenty years professor in St. James College, and rare qualifications, and added much to the intellectual standing of the institution. In 1864, the Warden, feeling that the burden of the discipline and the general oversight of the institution was too much for one man, created on his own authority the office of "Head Master of the College," and placed in this office Mr. E. B. Spalding, now the Rev. E. B. Spalding, who had already proved his efficiency in the government of the grammar school. Mr. Spalding has held this office down to the present time, it having been subsequently established by the trustees, the title changed to that of "Sub-warden," and ranked as the second office of the college ; and in the establishment of that good order which has all along characterized the institution, he has ever been intimately associated with the Warden.

In the year 1864, on the 15th day of January, the college met with its first calamity by fire. Park Hall, with the exception of one wing, was burned to the ground. In this conflagration nearly all the library,

the cabinet and philosophical apparatus which had been gathered by the assiduous labors of Dr. Park, were lost, together with our neat upper room chapel. It is worthy of notice that so well ordered was the discipline at this time, that though all the lecture rooms were destroyed, and about fifty students deprived of their dormitories, yet only one day was lost from the regular class work, and no more than two or three students left. The parlors and guest rooms of Kemper Hall were converted into study and lecture rooms; the dormitories there were multiplied; a chapel was extemporized in one corner of the gymnasium, and in a very few days every thing was going on as usual. It is said that a fire (though nothing can be more terrible at the time being) is often a blessing; so it proved in this case. Sympathizing friends both in and out of Racine, came forward with liberal hand, and with the aid of the insurance, before the next autumn the burned building was restored in an improved condition, and a new chapel, a separate building, was in process of erection, the corner stone being laid by Bishop Kemper on the 18th day of August, 1874. As this is one of the permanent buildings of the institution, I here give an outline of its description.

It is located on a line half way between Park and Kemper Halls, and about 200 feet west, designed to be the centre of the contemplated quadrangle. It is built of the pale brick of Racine with red brick ornamentation, the walls are high and the roof Gothic and open, the windows are filled with richly stained glass. Its dimensions are 90 by 30 feet, besides a robing room and organ chamber. It will seat about 300 persons. Very

few churches in the country are more admired. The whole cost, including organ, was nearly \$18,000.

Another important event of this year was the enlargement of the College domain from ten to ninety acres. This enlargement was made by purchase from the estate of the late M. M. Strong, Esq., of the board of trustees. Mr. Strong had secured the land for this especial purpose in his own name previous to his death, which happened in the spring of this year. A large part of it now under thorough cultivation constitutes the College farm. To the lamented Strong, who died in the spring of 1864, we have to add the names of Nelson Pendleton and Isaac Taylor in 1865. All these gentlemen were among the largest contributors to the College and its staunchest friends, and all members of the board of trustees from the first. Mr. Taylor, who was a man of wealth, had long been considering a plan for advancing the usefulness of the College by the endowment of some charity connected with it, or the erection of another building, but was taken away suddenly, before his plan was fully matured, leaving all of his estate to his widow. One year afterwards, in October, 1866, Mrs. Taylor also died, having, among her other munificent charities, in accordance with her late husband's wishes, bequeathed to Racine College the sum of \$65,000, of which \$30,000 were to be used in the erection of a building, \$5,000 as the trustees might decide, and the balance to be securely invested chiefly for the educational benefit of the orphan sons of Episcopal clergymen in the diocese of Wisconsin. This noble foundation was the first and is the only endowment of the institution. In pursuance of the provisions of the Taylor bequest, the corner stone of Taylor Hall

was laid on the 22d day of June, 1867, and the building finished and occupied before the following Christmas. This edifice, the most imposing of any yet built, is located on the northwest corner of the quadrangle, about 400 feet west of Park Hall. In its shape, with the exception of the roof, it follows the original model, but is much larger. It is about 150 feet in length and 60 in width, besides a tower projecting from the west front. The roof is Mansard. Including the basement and attic there are five floors. As restored (it was burnt a year ago as noticed further on), it furnishes the library and five lecture rooms, and the remainder is fitted to accommodate upwards of fifty students with study and bed rooms, besides the families of Warden and Subwarden. The original cost of the building was about \$36,000.

I stop progress here a moment, to give a summary of certain changes in, and additions to the faculty, down to the present time, and of other matters which could not well be introduced in chronological order.

In 1865 Rev. Geo. W. Dean, A. M., was added to the faculty as Professor of Latin and Greek; in 1866 the Rev. Alex. Falk, Ph. D., as Professor of German and History, and Rev. R. G. Hinsdale, A. M., as Professor of Chemistry and Geology, and in 1867 the Rev. J. J. Elmendorf, S. T. D., as Professor of English Literature and Philosophy, the previous occupant of this chair; the Rev. Dr. Passmore having died, much lamented, in 1866. In 1872 Prof. Dean resigned his chair, Dr. Falk was transferred to the newly created chair of Greek, and Rev. J. H. Converse, A. M., was called to and accepted the chair of Latin, the professorship of History and Political Economy being given to the Sub-

warden. In 1873 the chair of Physics and Astronomy was created. Up to this time the duties of this chair had been fulfilled by the Professors of Mathematics and Chemistry; to this chair the Rev. C. N. Spalding was called, but did not accept until the fall of 1875.

The grammar school, which has not demanded our separate attention, though a large majority of students have always been members of it, has in all these years moved on with a full organized faculty of instruction under the supervision of the Warden and Subwarden, the studies being directed by the board of fellows as by statute provided. This department is arranged in six forms, the full course requiring six years. A youth having completed the sixth form is ready to enter the collegiate department.*

* The following is a list of the members of the faculty of this department since its organization in 1859, with the time of service of each, to which is added the curriculum of studies pursued in it at the present time:

- Rev. Henry C. Shaw, B. D., Adj. Prof. Latin and Greek, 1859-1869.
- Rev. Edward Seymour, Tutor, 1859-1861
- E. B. Spalding, A. M., Head Master, 1860 (now Subwarden).
- H. H. Van Dusen, A. M., Assistant Master, 1860-1867.
- S. Herbert Taylor, Tutor, 1862-1864.
- B. F. Fleetwood, A. B., Tutor, 1863-1865.
- Geo. Burton, A. B., Tutor, 1864-1865.
- David Bonnar, Tutor, 1864-1865.
- Rev. Chas. S. Siebt, Tutor in German, 1865-1867.
- Rev. Watson B. Hall, A. B., Adj. Prof. Math., 1865.
- Wm. E. Lightner, A. M., Tutor, 1865-1868. (Died.)
- Dan. Marvin, A. M., Adj. Prof. Greek, 1867-1871.
- Giles R. Hallam, A. B., Tutor, 1867-1868.
- Henry K. Huntington, A. B., Tutor, 1867-1868.
- Rev. T. D. Pitts, A. M., Adj. Prof. Eng. Lit., 1868-1871.
- M. S. V. Heard, A. M., Adj. Prof. Lat., 1868-1872
- George S. Mead, A. B., Adj. Prof. Hist., 1868.
- Walter R. Fales, B. D., Tutor, 1868-1871.
- Samuel M. Hudson, A. B., Tutor, 1870-1875.
- G. B. Morgan, A. B., Tutor, 1870-1871.

The general dining hall, or refectory, up to 1871, had been in the basement of Kemper Hall. This becoming crowded and inconvenient, the trustees, in the spring of this year, took measures to provide a separate building to be used for this purpose. A committee, consisting of J. S. Rumsey, Esq., and Edwin H. Sheldon, of Chicago, was appointed to take the matter in hand. By hard work, and the aid of subscriptions raised the

Rev. Arthur Piper, A. M., Tutor, 1871.

Rev. F. S. Luther, A. M., Rector of School, 1872.

Edward C. Gould, A. M., Tutor in Greek, 1873-1875.

Horace H. Martin, A. B., Tutor, 1875.

Gerald R. McDowell, A. B., Tutor, 1875.

Chas. Truesdell, A. B., Tutor, 1875.

COURSE OF STUDIES IN CLASSICAL SCHOOL.

PREPARATORY DEPARTMENT.

FIRST FORM.

Sacred Studies.—Church Catechism Simplified.

Mathematics and History—Arithmetic; Davies' Intellectual.

English and Miscellaneous—Spelling, Reading, Writing, Geography; Guyot's Intermediate, with Outline Maps. Clark's Beginner's Grammar. Specimen Letters.

SECOND FORM.

Sacred Studies—Bible Questions. Mrs. Weston's Catechism.

Mathematics and History—Arithmetic; Davies' Practical.

English and Miscellaneous—Spelling, Reading, Writing, Geography; Guyot's Common School, with Outline Maps. Clark's Beginner's Grammar. Specimen Letters.

THIRD FORM.

Sacred Studies—Chosen People; Yonge. Biblical Questions. Collects. Church Catechism.

Ancient Languages—Allen and Greenough's Latin Grammar. Leighton's Latin Lessons.

Mathematics and History—Arithmetic; Davies' University. History of the United States; Quackenbos.

English and Miscellaneous—Spelling, Reading, Writing. Clark's Normal Grammar. Specimen Letters.

FOURTH FORM.

Sacred Studies—Maclear's New Testament History. Biblical Questions. Collects. Church Catechism

previous year by Professors Falk and Wheeler, in aid of an endowment (the subscribers consenting to have them go in this direction), the money needed was raised and the building erected. It stands at the north end of Kemper Hall, is about 100 feet long and 30 wide, all finished in one room. During the next season (1872), another building was added to this for school rooms, and recitation rooms, for the grammar department. These two

Ancient Languages — Cæsar; Allen and Greenough's Latin Grammar. Hadley's Greek Grammar. Boise's First Lessons in Greek.

Mathematics and History — Arithmetic; Davies' University (finished). Berard's History of England.

English and Miscellaneous — Spelling, Writing. English Grammar; Bullion. Specimen Letters.

FIFTH FORM.

Sacred Studies — Sadler's Manual. Collects.

Ancient Languages — Virgil; six books. Harkness' Latin Composition. Xenophon's Anabasis; three books. Hadley's Greek Grammar.

Mathematics and History — History of Greece. Algebra; Davies' University, to Equations of the Second Degree.

English and Miscellaneous — Spelling, Writing. Declamations. Composition. Natural Philosophy; Quackenbos. English Literature; Gilman. Hart's Rhetoric.

SIXTH FORM.

Sacred Studies — Sadler's Manual.

Ancient Languages — Cicero's Orations against Cataline, on the Manilian Law, and for the Poet Archias. Harkness' Latin Composition. Xenophon's Cyropædia; two books. Homer's Iliad; four books. Hadley's Greek Grammar. Greek Composition.

Mathematics and History — Geometry; six books. History of Greece.

English and Miscellaneous — Spelling. Declamation. Composition. Fowler's English Grammar.

COURSE OF STUDIES IN MATHEMATICAL SCHOOL.

PREPARATORY DEPARTMENT.

"C" CLASS.

Mathematics — Davies' University Arithmetic.

English and Miscellaneous — English Grammar; Bullion.

Natural Science — Geography. Physical Geography.

History — History of England.

Latin — Leighton's Latin Lessons.

buildings fill up the entire space between the two original halls, and complete the east front of the quadrangle. With the exception of the central part, which consists of two stories and is surmounted by a bell tower, they are both built one story, with open roof, the architecture harmonizing with that of the other buildings. The college now presents on the east an imposing front, 450 feet in length, unbroken, except by an archway in the center. After the completion of these buildings, down to the year 1875, the events were of no particular importance to the continuity of this sketch, but this year was made memorable by our second calamity by fire.

Taylor Hall, the pride of the institution, let it be noticed, contained the library—carefully selected from time to time, and very valuable for its size; the laboratory, with all the chemical and philosophical apparatus; the lecture-rooms of the college proper; the rooms of the Warden and Subwarden with their private libraries; the college clock with its peal of bells, which had been put up two years before at a cost of nearly \$2,000,

“B” CLASS.

Mathematics — Davies' University Algebra.

English and Miscellaneous — Practical Bookkeeping. Declamations. Hart's Rhetoric.

Natural Science — Natural Philosophy.

History — History of France.

German — Otto's German Grammar. Conversations. Translations.

Latin — Caesar (begun).

“A” CLASS,

Mathematics — Davies' Legendre.

English and Miscellaneous — Fowler's English Grammar. Theme Writing. Declamations. Linear and Free Hand Drawing.

Natural Science — Pynchon's Chemical Physics. Experiments.

History — History of Rome.

German — Conversations. German Ballads.

Latin — Caesar.

and the rooms of about fifty students, many of which had been expensively furnished by themselves. At 5 o'clock on the morning of February 4th, while all the inmates were sleeping, the cry was raised by the night watchman that Taylor Hall was on fire. The fire had broken out in the roof from a defective flue. The morning was bitterly cold, the wind blowing a gale, fortunately not in the direction of any other building. In two hours, the whole structure, excepting the walls, with nearly all that it contained, apart from the living beings, was in ashes. The loss in this conflagration, over and above the insurance, was about \$15,000, besides private losses, and this was not all; for, though the grammar school was undisturbed by the event, and the work there went on in its usual course, the collegiate department had to be suspended for several weeks, the students going to their homes to remain until accommodations could be provided for them in the other halls and in the private houses of the professors, and, when all was done that could be done, many facilities previously enjoyed were lacking; but, let it be said to the great credit of the students that, with but one or two exceptions, they all proved themselves loyal in this distress, returning at the appointed time and resuming their studies in the face of all the disadvantages and discomforts.

A special meeting of the Board of Trustees was held on the 24th of February, at which it was resolved to proceed to the work of restoration as soon as an adjustment could be made with the insurance companies, and meanwhile circulars were sent out and agents appointed to solicit aid for supplementing the receipts on the pol-

icies, and if possible to enable the Trustees to accomplish more than simply a restoration from the losses. Although responses to this call were not as large or numerous as it had been hoped, yet there was much in them at which to rejoice. Receipts and promises came in sufficient to warrant the trustees to venture upon another and much needed building for a permanent gymnasium and laboratory. The contracts for both buildings were let in April, and they were ready for occupancy in September of the same year. Taylor Hall as restored, has already been described, and is much more commodious than it was originally. Room has been much economized and the building is warmed throughout by steam.

The new building that constitutes the gymnasium and laboratory is located on the southwest corner of the quadrangle. It is built with Gothic roof. The dimensions of the main part are 100 feet by 30 feet, all in one room. This is the gymnasium, and is well furnished with all the implements for physical exercise usually found in such places. The laboratory is a wing on the north, about 40 feet by 36 feet, and has during the past year, by the diligence of the professor in that department, been well furnished with new apparatus and furnace, affording all the ordinary facilities for chemical analysis and assaying. Hereafter no student desiring to pursue these important branches of science need turn away from Racine College to find advantages for pursuing them successfully.

I deem it proper to say in this connection that the library, though not fully restored to what it was before the fire, is gradually increasing, by the addition of val-

uable books, selected with special reference to the needs of the classes.

SUMMARY OF WORK.

Both the college proper and the grammar school have always embraced two courses each, originally called the scientific course and the classical course, now denominated the school of science and the school of letters. Those graduating in the former receive the degree of Bachelor of Science, those in the latter the degree of Bachelor of Arts. The programme of studies pursued in each course in the college proper is given in the note below, after the list of the present faculty.*

* Rev. James DeKoven, D. D., Warden.

, Rev. E. B. Spalding, A. M., Subwarden.

DEANS AND FACULTIES OF COLLEGIATE SCHOOLS.

Rev. James DeKoven, D. D., Dean of the School of Letters.

Rev. Charles N. Spalding, A. M., Dean of the School of Science.

FACULTIES.

Rev. Homer Wheeler, A. M., Professor of Mathematics.

Rev. Alexander Falk, Ph. D., Professor of Greek and German.

Rev. R. G. Hinsdale, A. M., Professor of Chemistry and Geology.

Rev. J. J. Elmendorf, S. T. D., Professor of Philosophy and English Literature.

Rev. John H. Converse, A. M., Professor of Latin.

Rev. E. B. Spalding, A. M., Professor of History and Political Economy.

Rev. Charles N. Spalding, A. M., Professor of Astronomy and Physics.

COURSE OF STUDY IN SCHOOL OF LETTERS.

FRESHMAN CLASS.

Sacred Studies — Collects. New Testament History, Smith. Blunt's Lectures on the Catechism.

Ancient Languages — Livy. Horace (Odes). Cicero (De Senectute et De Amicitia). Latin Composition. Herodotus. Homer. Greek Prose Composition. Xenophon's Mem.

Mathematics and Natural Sciences — Algebra (finished). Geometry (finished).

Philosophy and Belles-Lettres — Declamation. Composition. History

The whole number of graduates down to the commencement of the last year inclusive have been, Bachelors of Science, 32 ; Bachelors of Art, 90. The whole

and Structure of the English Language, Angus. Ancient History. German and French. [The study of German and French is voluntary, and at extra charge].

SOPHOMORE CLASS.

Sacred Studies — Ellicott's Life of Christ. New Testament History, Smith. Blunt's Lectures on the Catechism.

Ancient Languages — Horace (Satires, Epistles). Cicero (De Officiis or Tusculan Disputations). Latin Composition. Plato. Lysias. Greek Prose Composition.

Mathematics and Natural Sciences — Plane and Spherical Trigonometry. Mensuration. Analytical Geometry (begun). Natural Philosophy.

Philosophy and Belles-Lettres — Composition. Declamation. Logic. Formal Rhetoric. Forensic Discussions, Whately. History of the Middle Ages, and Modern History to the end of the Thirty Years' War. German and French. [The study of German and French is voluntary, and at extra charge].

JUNIOR CLASS.

Sacred Studies — Palmer's Church History. Greek Testament.

Ancient Languages — Tacitus. Plautus. Terence. Latin Composition. Æschylus. Sophocles. Demosthenes (De Corona).

Mathematics and Natural Sciences — Analytical Geometry (finished). Calculus. Chemistry. Guyot's Earth and Man. Geology.

Philosophy and Belles-Lettres — Critical Essays. Declamation. History of English Literature. Æsthetics. Physiology, Porter. Modern History (finished). Lectures on Statistics and Political Geography. German and French. [The study of German and French is voluntary, and at extra charge].

SENIOR CLASS.

Sacred Studies — Lectures on the Prayer Book, and on Christian Doctrine. Greek Testament. Ethics. Evidences of Natural and Revealed Religion.

Ancient Languages — Juvenal. Lucretius. Thucydides. Aristophanes.

Mathematics and Natural Sciences — Descriptive Geometry. Astronomy. Anatomy, Physiology and Hygiene. Mineralogy. Geology, Lectures. Political Economy.

Philosophy and Belles-Lettres — Philosophical Essays. Original Orations. History of Philosophy. Lectures on the History of Civilization. French. [The study of German and French is voluntary, and at extra charge].

COURSE OF STUDY IN SCHOOL OF SCIENCE.

FIRST YEAR.

Sacred Studies — Collects. New Testament History, Smith. Blunt's Lectures on the Catechism.

number of students that have been under instruction for a longer or shorter time, amounts to about 1,400, from nearly every state in the Union.

The spiritual work, which is one of the declared objects of the institution, must also receive its notice. There have been baptized in the college chapel 108; confirmed 235; and besides the work in this direction,

Mathematics and Natural Sciences—Algebra (finished). Geometry (finished). Chemistry (Elementary). Physics.

Philosophy and Belles-Lettres—Composition. History and Structure of the English Language. History of Rome.

Modern Languages—German. Otto's Grammar. Whitney's Reader; Translated from English to German.

SECOND YEAR.

Sacred Studies—Ellicott's Life of Christ. New Testament History, Smith. Blunt's Lecture on the Catechism.

Mathematics and Natural Sciences—Plane and Spherical Trigonometry. Plane Surveying, Topography, Leveling, Mining. Mensuration. Analytical Chemistry (Qualitative). Physics.

Philosophy and Belles-Lettres—Oratory, Composition. Logic. Inductive Logic, Mills. Mediæval and English History.

Modern Languages—German. Otto's Grammar. Select Prose and Poetry. Translated from English to German.

THIRD YEAR.

Sacred Studies—Palmer's Church History. Greek Testament.

Mathematics and Natural Sciences—Analytical Geometry. Calculus. Analytical Chemistry (finished). Laboratory Practice. Physics. Geology.

Philosophy and Belles-Lettres—Composition. History of Literature. Modern History. Æsthetics. Psychology.

Modern Languages—French. German. Conversation. Schiller and Gæthe.

FOURTH YEAR.

Sacred Studies—Lectures on the Prayer Book, and on Christian Doctrine. Greek Testament. Ethics. Evidences of Natural and Revealed Religion.

Mathematics and Natural Sciences—Descriptive Geometry. Davies' Shades and Shadows. Anatomy. Physical Geography. Physics. Botany. Assaying and Metallurgy.

Philosophy and Belles-Lettres—Composition. History of Philosophy. Political Economy.

Modern Languages—French. German Composition and Conversation. Lectures on German Literature.

connected immediately with the college, there are in the suburbs of the city, three flourishing missions, with church property amounting to \$10,000, all established and carried on by the college clergy.

My duty is now done except to notice a movement of the past year looking to the future, and which it is hoped may result in a third stage of the institution, which shall have a far more extended record than the two which have come under our notice. The movement alluded to will be best understood by the following circular put forth by its inaugurators, and which will serve not only as a matter of current history, with which to close this sketch, but also as an introduction to the future history of the institution.

A CHURCH UNIVERSITY

FOR THE WEST AND NORTHWEST.

RACINE COLLEGE was founded in the year 1852, and has now been in operation for nearly twenty-four years.

In the year 1859, a change was made in its government, making it more distinctly churchly in its discipline and care, and it has since that time been under the charge of its present Warden. Its property consists of about ninety acres of valuable land within the limits of the city of Racine; a range of beautiful buildings between four and five hundred feet in length, including School House, Dining Hall, and two halls for the scholars of the Grammar School; Taylor Hall, a very handsome and thoroughly appointed building, containing the Warden's and Subwarden's rooms, and the studies and rooms for the College students; a fine Laboratory and Gymnasium recently built; and a Collegiate Church placed in the centre of the Quadrangle. In addition to the land and buildings, there is an endowment of about \$30,000, the interest of which is devoted by the will of the donor to the keeping of Taylor Hall in repair, and to the education of the orphan sons of Episcopal Clergymen of the State of Wisconsin.

There is a debt of \$25,000 upon the property, so funded that it cannot give trouble to the Institution, and the interest is almost, if not entirely, met by the profits arising from the land.

The property, without counting the fund of \$30,000,

is worth about one hundred and fifty thousand dollars. The Charter and the Statutes of the College, which are printed with this statement, afford every security for the government and perpetuity of the College, under the care of the Protestant Episcopal Church.

The Bishops of Michigan, Indiana, Nebraska, Missouri, Colorado, Wisconsin, Western Michigan, Illinois and Fond du Lac, after full conference and consideration, have determined to adopt Racine College as the Collegiate Institution of their respective Dioceses, with the determination, with the help of God, to make it a Church University of the West and Northwest.

For this purpose, they are to be Trustees and Visitors of the College, with the powers accorded them in the statutes.

These statutes, it will be noticed, give to the Bishops as such —

1. The presidency of the Board of Trustees, according to seniority.
2. In the case of a vacancy, the nomination of the Warden of the College.
3. A veto power over the regulations in regard to the worship of the Collegiate Church; and,
4. A visitatorial power, with provision for an annual visitation.

The reasons which have induced the Bishops to enter upon this work are of the gravest character, and must commend themselves to every churchman. They feel that no institution of a broad and liberal character can be established without united effort — that no single diocese can make it what it ought to be, and that the union of many dioceses in such a work is necessary to

secure enlarged interest, freedom from any narrow methods, and sufficient numbers and means to establish a true university.

They feel that the time has come for such a work, unless the church in the west is prepared to surrender its traditional character as the truest and best educator of the people.

They find the most powerful motive for their present action, in the circumstances of the times, in the needs of the day, in the growing infidelity, and in the entreating cries which come from all sides for an education which shall neglect no need of human nature, and least of all the immortal soul.

They have chosen Racine College, because it is the only church college proper in actual operation between Kenyon College, in Ohio, and the Pacific Ocean; and because they find in it foundations wisely laid, and only needing to be as wisely built upon. The college already comprises two schools — a school of letters and a school of science — with seven professors, whose whole time and labor are given to them. All this is apart from and independent of the large and successful preparatory department, Grammar schools, similar to which, will eventually be established in all the dioceses where they do not now exist. They have, however, chiefly been led to its selection, by the further consideration that the plan proposed by the trustees will permit the bishops to build up a university on the most liberal basis, where true freedom of thought shall prevail, guided and moulded by the conservative influences of the faith of the church.

The Bishops, therefore, in His name Who has com-

mitted to them the care of the flock of Christ, ask of the clergy and laity of their respective dioceses their prayers and assistance in the work thus begun. They can aid the plan by seeking for full information, by endeavoring to urge young men to embrace the advantages which the institution will be enabled to offer them, and by such gifts as in time shall make it what we pray it may become, a Christian University for this mighty west.

Signed for the Bishops of Michigan, Indiana, Nebraska, Missouri, Colorado, Wisconsin, Western Michigan, Illinois, and Fond du Lac, by

E. R. WELLES,

Bishop of Wisconsin.

GEO. D. GILLESPIE,

Bishop of Western Michigan.

W. E. McLAREN,

Bishop of Illinois.

Committee.

HISTORICAL SKETCH OF MILTON COLLEGE.

THE FIRST BUILDING.

In the summer and fall of 1844, an odd looking structure was erected in the village of Milton for the use of an academic school. Its walls were composed of gravel and lime, so mixed that they would harden, like mortar, in a short time by the action of the atmosphere. The size of the building was twenty by thirty feet, and one story high ; a small "lean-to" was attached to the rear end ; a cupola, with four spires and a bell mounted in it, graced the front peak of the gambrel-roof; and a huge sign, painted "Milton Academy," stretched the whole length of the building over the front entrance to the school-room. A large outside door opened immediately into this room. On entering, you saw a rope dangling from an auger-hole in the ceiling overhead, and used for ringing the sharp-toned bell. The mouldings of the doors and windows were very plain, and, together with the benches, which nearly filled the room, were painted a dark-blue color. The plastering was rough and fell, after a while, in spots overhead, and became

mouldy and dingy in places on the walls. At the farther side was the rostrum, one step high, and occupying one-fifth of the area of the room. This building was erected near the northwest corner of the "public squire," when there were only four dwelling houses in the village; and its conspicuous label was visible from all points of approach to the village. The cost of construction was about \$300, which was paid by Hon. Joseph Goodrich, who planned and erected the edifice—the first gravel one in this section. For ten years the school was held in this humble place.

ORIGIN.

The idea of opening here a school in which might be obtained an education more advanced than that afforded by the district schools of this vicinity, originated with Mr. Goodrich, who erected the first building and selected, six years before, this spot for the village of Milton. Meager instruction in the elementary branches was imparted in the very few common schools in this section, which were generally held three months in the year in small private houses, and had, at that time been in operation only four or five years. There was no college in the state. Four feeble academies had been started in the southern portion, viz.: Southport Academy, at Kenosha, now extinct; Prairieville Academy, at Waukesha, afterwards merged into Carroll College; Beloit Seminary, which has been suspended for several years; and Platteville Academy, in Grant county, recently changed into a State Normal School.

The institution was originated with no other purpose than to accommodate the young people of this immedi-

ate vicinity. There was no expectation that it would ever become a first-class academy or a college. The few inhabitants of the place, and the sparsely settled condition of the prairies and oak openings about us, gave no prophecy of the present growth of the country, nor of the high position to which the school has attained. In fact, the enterprise was deemed visionary and pretensions by many of the people, who did not furnish much pecuniary aid in the beginning, and yet patronized the school generously by furnishing students for its classes.

The nature of the locality and the character of the inhabitants have materially aided the enterprise. The intermixture of small prairies and woodlands with rich alluvial soils, attracted, in an early day, the notice of the pioneers of the east, and led to the closely compact settlement of the country. The position on a broad, rolling upland, one of the highest elevations between Lake Michigan and the Mississippi river, and one hundred and thirty feet above the beautiful Rock river, which flows around in nearly a half circle at the distance of six to eight miles, is one of exceeding healthfulness. The scenery is surpassingly delightful.

The present inhabitants migrated principally from New England and New York. A few families came from Scotland and Pennsylvania. All were acquainted with the workings of public schools, and some with the advantages of an academy. The ideas of education, first formed by an experience under the school system of Massachusetts, and remoulded afterwards in the midst of the thrift and greatness of the Empire State, guided those who built up and patronized the school. One of the first teachers in the institution says: "No

where else have I ever witnessed the exhibition of more zeal and public spirit in the behalf of education."

It was expected that a few of the young people of this section might here fit themselves to enter some college, either in the West or in the East; but the instruction to be given in the school was designed almost exclusively for two purposes, viz.: to aid young men in qualifying themselves for the ordinary business pursuits, and both young men and young women to prepare themselves for teaching in the public schools. From the beginning, every advantage which was to be offered to young men in the academy was also to be offered to young ladies. They both were to recite in the same classes. A school of this kind, it was thought, would tend to induce families coming into this new country to settle in the vicinity of the place. Many persons were moving at the time into this region, and a well-regulated and enterprising academy would compensate them in part for the educational facilities which they left behind them in the East.

AS A SELECT SCHOOL.

Near the beginning of December, 1844, a select school was opened in the gravel academy, under the charge of Rev. Bethuel C. Church, who came here from Michigan, on an invitation to teach. He had previously conducted such private schools in a successful manner in the state of New York. The use of the building was furnished him without charge, and he had all the income from the tuition. He taught only two terms — the winter and the spring — and had over sixty students in attendance. It was thus shown that a

school of this grade was needed, and a sentiment in favor of sustaining it was created.

The next teacher of any strength was Rev. S. S. Bicknell, a Congregational clergyman. He was a graduate of Dartmouth College, a thorough scholar, a courteous gentleman, patient in his labors, and an accomplished teacher. He was engaged in the academy for two and a half years, drew in students from other localities, and formed the basis of the real academic course of studies. About seventy students were in attendance each year.

At the close of the spring term, 1847, Mr. Bicknell issued a catalogue. From it we learn that the tuition was uniform, and only \$3.00 per term; and that board in private families was from \$1.00 to \$1.50 per week. The school year was divided into three terms, of eleven weeks each. During that year, forty of the students were gentlemen and twenty-seven were ladies. About three-fourths of these studied the higher English branches; and eleven, the languages. Some rude apparatus was employed in giving instruction in the natural sciences. A weekly debating society was formed, and several of the citizens of the place became active members of it. The income of the school would not support an additional teacher, and so Mr. Bicknell performed the whole labors in charge of the students, and in teaching the classes. Most of his pupils belonged to families residing in the immediate neighborhood; and they were, as he states, "studious, exemplary in their habits, seemed to appreciate rightly the advantages of an education, and used most diligently the means necessary to acquire it."

After he retired from the academy, he was occupied for several years in preaching for Congregational churches in this section of the state. He is still living at an advanced age, and enjoys the confidence and high esteem of very many friends.

DU LAC ACADEMY.

In the winter of 1847-48, the citizens of the place combined together to secure a charter for the school, and to place it under the control of a board of trustees. Up to this time, it had been solely under the management of Hon. Joseph Goodrich, who had sustained all the losses for the teacher's salary and the incidental expenses. The advantages which the school had conferred upon the community were marked and satisfactory. It was settled that a school with academic privileges could be maintained here. The people had been partially educated to foster such an institution, and to look forward to its assuming a higher and more permanent position. Accordingly, an act of incorporation was obtained from the Wisconsin territory, Feb. 28, 1848, granting to seven trustees the exclusive control of the school, which was entitled "The Du Lac Academy," a name that was never popular, nor used beyond the charter and the correspondence of the officers of the school. The shares of stock were five dollars each. Instruction should not be given, nor any meetings of the corporation held, on either the seventh-day or the first-day of the week. The trustees were as follows: President, Abram Allen; Secretary, Hon. A. P. Blakesley; Nathan G. Storrs, Alfred Walker, Clark G. Stillman, and John Stillman. They met individually the deficits of the school for teacher's wages.

The building was engaged by the trustees of the academy, on the condition that no rent should be paid for its use, if a college graduate should be hired as principal. In the fall after the charter was obtained, a Mr. Prindle, a graduate of some eastern college, and formerly from Vermont, was secured as teacher. He closed his connection with the school at the end of the first term. The winter succeeding, Prof. Jonathan Allen, now President of Alfred University, N. Y., had charge of the academy ; but he remained only one term. He was assisted by Rev. Amos W. Coon, who became the principal the spring following, in 1849. During this winter term, a new life was infused into the institution, new methods of instruction were introduced, and a larger number of students than usual were in attendance. Prof. Coon labored in the school for two years, and was aided over a year by Prof P. P. Livermore, from Alfred University; and in the winter of 1850-51, by W. C. Whitford, then a member of the senior class of Union College, N. Y. Prof. Coon had prepared himself for his work at Alfred University. He was an energetic, pains-taking, and enthusiastic instructor; raised the standing of the school to a higher grade than it had reached before; and induced young people from localities twenty and thirty miles distant to join the classes. The attendance was raised to over a hundred a year.

As an example of the public work which the students occasionally performed at this time, we will refer to the closing exercises of the academy, July 4, 1849. They were entitled the "Annual Celebration of the Du Lac Academy;" and occupied the day, with an intermission

of an hour and a half for dinner, from 9 o'clock in the morning till 4 o'clock in the afternoon. They consisted in singing several appropriate pieces of music, reading thirty-six original essays, and delivering three orations—the Salutatory, the Latin, and the Valedictory. Mr. L. P. Gilbert, a teacher afterwards in the academy, presented the Salutatory and the Latin orations; and Hon. L. B. Caswell chose for his subject, “American Independence.”

A visitor at the academy during a winter term, at this time, found over seventy students in attendance, two-thirds of whom were gentlemen, the other third ladies. He would at once be impressed with the appearance of these students for intelligence, strength, and hardiness. They demanded, he would say, that the instruction should be practical and full of energy. Some of the scholars studied in the room where recitations were conducted at the same time; while others were at their rooms in private houses in the village. The classes recited usually by the topical method, and showed careful preparation and independence of thought. A few pursued studies in Latin, Algebra, and Natural Philosophy; but the larger portion studied the common English branches.

Prof. Coon retired from the academy at the close of the winter term, 1851; and Col. George R. Clarke, now of Chicago, formerly a student in Beloit College, taught the school the following spring term.

From the opening of the fall term, 1851, Prof. A. C. Spicer had the supervision of the academy most of the time for seven years. He was a graduate of the academic department of Alfred University, had attended

Union College one year, and taught some time in De Ruyter Institute, N. Y. He was assisted by his wife, Mrs. Susanna M. Spicer, who graduated at the Troy Female Seminary, N. Y., and was a most accomplished teacher. Their compensation was derived entirely from the tuition fees. They both brought to their work great devotion in teaching, as well as advanced ideas of education. For the first three years of their charge, the success of the school was varying. The academic building became untenable, and the classes met a portion of the last two years in a private house. Yet the attendance on the whole gradually increased. For the want of suitable accommodations, the school was suspended two-thirds of the year, in 1853. It became evident that better facilities by the way of buildings, apparatus, and cabinets must be furnished, or the enterprise must be abandoned. A larger faculty must also be secured, and regular courses of study be adopted. A greater number of the people in this section must be enlisted in the support of the academy, and money contributed to place it in a better working condition. With this result, the history of the school as the Du Lac Academy ended.

THE MILTON ACADEMY.

The awakening of a new interest in the school led to the formation of a larger association of the citizens; and a new charter was obtained from the legislature, March 31, 1854, naming the institution, "The Milton Academy." Another Board of seven Trustees was constituted, with L. G. Maxson, M. D., as the chairman; Prof. A. C. Spicer as the secretary; Hon. Jeremiah

Davis, R. F. Fraser, Peter McEwan, John Alexander, and C. H. Greenman, as the other trustees. In the year following, some changes were made in the board. Hon. Joseph Goodrich was elected chairman; and Moses T. Walker, Joseph Spaulding and J. C. Culver were substituted for other members. Mr. Goodrich acted as the presiding officer until 1860, when he resigned; and H. G. Greenman, Esq., was chosen to fill his place. Prof. Spicer served as secretary until 1858, when B. F. Collins, M. D., was elected to succeed him. On the death of the latter, in 1864, A. W. Baldwin, Esq., was selected as secretary; and he has occupied this position in the board in the most efficient manner all the time since. In 1862, Levi H. Bond was elected the chairman, and remained in the office until the organization of the college, in 1867. While the school was acting under this academic charter, Hon. Jeremiah Davis and C. H. Greenman were the faithful treasurers of the board.

The school was reorganized in the spring of 1854, under the former teachers, and was kept in private residences until the fall of 1855. In the mean time, a beautiful and commodious building, made of Milwaukee pressed brick, was erected on a bluff in the southwestern part of the village. It was forty by forty-four feet in size, three stories high, and contained, besides a chapel, four recitation rooms and a boarding hall. Its cost was something over \$4,000, which was paid mainly by the subscriptions of the stockholders of the academy. In these stockholders were vested the property and the government of the institution.

In the fall of 1854, Prof. Albert Whitford was added to the faculty, and he took the charge of the depart-

ment of Ancient Languages. He has since been connected with the school all the time, except for about two years, when he was principal of De Ruyter Institute, and also for three years, when he was professor of mathematics in Alfred University. He is a graduate of Union College, has filled the office of county superintendent of schools, and is now the teacher of pure mathematics in the college. During the year 1856, Prof. M. Montague instructed the classes in Ancient Languages. He had large experience in this work, and proved to be a thorough teacher. At this time the department of music, principally instrumental, was created in the school, and a proficient lady instructor was placed in charge of it. The attendance of the students reached, this year, two hundred and twelve. Two courses of study were adopted, each embracing four years—the Teachers' Course and the Classical Course. At the close of this academic year, three students, Susan E. Burdick, Chloe C. Whitford, and Ruth A. Graham, graduated in the Teachers' Course. These were the first graduates of the institution.

In the summer and fall of 1857, the need of another building for dormitory purposes being greatly felt, the trustees authorized Hon. Joseph Goodrich and Hon. Jeremiah Davis, at that time two of the most wealthy and enterprising citizens of the place, to erect one with suitable accommodations for about fifty students. It was located on the grounds of the institution, was constructed of cream colored brick, and cost nearly \$5,000. It is now called the "Goodrich Hall," and is occupied by lady students. These men thus employed to erect the building contributed a very large portion of the means used in meeting the cost.

At the close of the spring term, 1858, Prof. Spicer and his wife resigned their positions in the academy. Under their administration, two substantial buildings had been erected, the attendance of the students doubled, and a more complete arrangement of the classes secured. The tuition had been \$4.00 and \$5.00 for the English studies; and \$6.00 and \$7.00 for the Ancient and Modern Languages, the Higher Mathematical and Natural Sciences. Board had been \$1.50 to \$2.00 per week in private families; and suitable conveniences had been furnished the students who boarded themselves. Literary societies among both the young men and the young ladies had been formed. Prof. Spicer had also filled honorable positions among the educators in the state.

A CHANGE IN THE MANAGEMENT.

After several efforts were made to obtain a successor to Prof. Spicer, as the principal of the institution, the trustees prevailed upon Rev. W. C. Whitford, A. M., then the pastor of the Seventh-day Baptist Church of Milton, to assume the charge during the following fall term. Afterwards, he consented to remain in the same position the balance of the year. Finally, he resigned the pastoral charge of the church and became permanently connected with the school as the principal. He had fitted himself for college at De Ruyter Institute; graduated at Union College in 1853; and completed the full course of studies at Union Theological Seminary, New York City.

At the time, scarcely any other place could have been more uninviting. Heavy debts for the erection of the buildings had been contracted; the community was

sharply divided on questions which were connected with the management of the academy; a rival institution had been opened in the place; and several academies within twenty-five miles of Milton had sprung into existence.

The principal had associated with him, during his first year, Prof. Albert Whitford, A. M.; the wife of the latter, Mrs. Chloe C. Whitford, who became the preceptress; Mr. S. S. Rockwood, an advanced student; Mrs. Flora H. Rockwood, a graduate of Fort Edward Seminary, N. Y.; and Mr. Wiot H. Clarke, a music teacher. In the following year, there was added to the faculty Prof. G. M. Guernsey, A. M., a graduate of Amherst College, and afterwards the principal of Platteville Academy, in this state. Mrs. Ida F. Kenyon, from Alfred University, became teacher of vocal and instrumental music and the German Language. In the year 1861, Mrs. Ruth H. Whitford, who had labored successfully in academic schools in New Jersey, entered upon the duties of preceptress, and filled the position for three years. In the same year, Prof. N. C. Twining, A. M., a graduate of the institution, was called to the department of mathematics which he held for seven years. He has since been engaged at the head of several excellent high schools in the state. Prof. Edward Searing, A. M., a graduate of the University of Michigan, began his work as instructor of the Latin and French Languages, at the opening of the academic year in 1863. He remained in this professorship until 1873, when he was elected the Superintendent of Public Instruction of Wisconsin. While here, he published his popular work on the first six books of Virgil's *Æneid*, and pre-

pared a portion of his forthcoming text-book on Homer's Iliad. The students made excellent progress under his vigorous and thorough instruction. Mrs. Eliza Johnson, who graduated at both this institution and the Cazenovia Seminary, N. Y., was preceptress for the year ending July 4, 1865. She was succeeded by Mrs. A. Miranda Isham, from Alfred University, who remained in the position until the close of the year 1869. Mrs. Alicia F. Adams was music teacher from 1864, until the close of the summer term of 1867; and Miss Mary F. Bailey, A. M., a graduate of Alfred University, teacher of the German Language, from 1865 to 1873.

Besides the members of the faculty mentioned before, there were engaged between 1858 and 1867, for brief periods, the following teachers: Prof. O. M. Conover, Rev. A. H. Lewis, S. S. Wallihan, M. D., Rev. O. U. Whitford, Rev. L. A. Platts, Miss Emily C. Wyman, and Miss Frances T. Pillsbury.

In the winter and spring of 1863, a wooden building, three stories high, with twenty-two rooms, was erected near the grounds of the institution, and at the cost of \$2,000. It was used for dormitory purposes, and is occupied by gentlemen students. An addition to the main hall was begun in 1866, and finished the following year. This, with the tower in front, and the repairs in the old recitation room and the chapel, cost nearly \$8,000; and it doubled the accommodations of the hall for the classes.

REVIEW OF THE ACADEMIC WORK.

The institution closed its operations under the charter

as an academy, July 2, 1867, in consequence of its incorporation as a college. A review of its history for the last thirteen years, under the title of the Milton Academy, will furnish the reasons why its friends sought and obtained the college charter. Beginning with the attendance of about one hundred students per year, the school registered, in 1866, four hundred and twenty-one pupils. Seventy-three students—thirty-nine gentlemen and thirty-four ladies—had graduated in all the courses of the academy. The opposition academy organized in the place had perished soon after its opening. All classes of people were united in maintaining the school at a high standard. While the institution had been sustained mainly by the means and labors of the Seventh-day Baptists, yet it was very largely patronized by the young people from the other religious denominations in this section. Over \$5,000 of the indebtedness had been canceled. In all these thirteen years not the debt of a single dollar for teachers' salaries had been contracted, nor an obligation against the institution, in any form, had been added to the indebtedness. The philosophical and chemical apparatus had been enlarged, and some valuable collections had been made for the botanical and geological cabinets. The basement of the main hall had been refitted for boarding accommodations, and the grounds ornamented with shade trees. Several thousand dollars in subscriptions had been received for the enlargement of this hall, and about five thousand dollars for an endowment fund.

Three courses of study had, most of the time, been sustained, namely: the Normal and English, the Scientific, and the Classical, each extending over a period of four

years. In the Normal Department, a large part of the work of the institution was performed. It was organized under the regulations of the Normal Regents of the State from 1858 to 1865, and received some aid each year from the normal school fund. During the last eight years, nearly one hundred teachers were annually prepared for the public and private schools. The report of the state superintendent, for 1866, states that one hundred and fifty-nine students were in the normal classes of the academy, and that eighty-one of this number taught during that year. The Wisconsin Journal of Education, for 1864, said that "no academy in the state furnishes so many teachers for the surrounding schools as this." The members of this department were trained for their profession, not only by daily recitations in the studies of the prescribed course, but by lectures and discussions on the different principles and methods of education. The students who were pursuing the scientific and the classical courses had an opportunity to fit themselves for the junior classes in our colleges. In these the modern and the ancient languages were most carefully taught. Marked attention was given to the natural sciences and the higher mathematical studies. The more advanced students — both gentlemen and ladies — often expressed the wish that the institution would add to its curriculum the studies of the last two years of the college courses. Eighty-five students were found, at the close of the academic year for 1867, ready to form the freshman and sophomore classes, under the organization of the college.

OUR PATRIOTIC RECORD.

Before dismissing the review of our academic career,

we desire to notice the part which the institution took in the civil war. It freely sacrificed money to the amount of hundreds of dollars, and worked efficiently to secure enlistments in the army. Its students were mustered into the service at every call for volunteers. Twenty young men left their work on the first news that the civil conflict had begun. Scores of students drilled in the manual of arms, under an efficient master, in the chapel, and on the grounds of the academy. Ambitious and patriotic young men were aided in many ways, so that they could secure positions in the army. Of the graduates and the students, *three hundred and eleven* volunteered in the service, and *forty-three* fell by the bullet or by disease. The school raised, officered, and sent into the army two companies, and parts of three other companies, belonging to the Wisconsin regiments. Sixty-nine of these students received commissions to fill positions from second lieutenant to brigadier general. The catalogue of the academy, for 1866, contains an "Army List," in which are given the names of the students who entered the service, the regiments to which they belonged, and the position of each on being mustered out of the army.

THE MILTON COLLEGE.

It was no hasty or ill-advised movement on the part of the friends of the school, in obtaining a college charter with university privileges. The responsibility and toil in building up such an institution were carefully considered, and the risks to be encountered were thoroughly canvassed. The act of incorporating the college passed the legislature of the state, in February, 1867;

and was formally accepted by the stockholders of the institution, March 13, following. It granted the privileges of "affording instruction in literature, the sciences, and the arts, in the theory and practice of the elementary branches of study, and in any or all the liberal professions, in such manner, and at such times as the board of trustees may deem practicable and desirable;" and of "conferring on those whom they may deem worthy, all such honors and degrees as are usually conferred in like institutions." At all meetings of the corporation, each stockholder should be entitled to one vote for each share of stock owned by him. The stock of the institution was divided, as it had been for thirteen years, into shares of twenty-five dollars each; and it should be regarded as personal property. The possession and government of the college were vested in the original stockholders, who were authorized to elect a board of trustees, to consist of not less than fifteen nor more than twenty-seven members. Nine of this board formed a quorum for the transaction of business. One-third of their number, after the first election, were to be chosen each year, and to hold their office three years. The officers of the board consisted of a president, vice president, secretary, treasurer, and financial agent. No religious test or qualification should be required of any trustee, officer, professor, teacher, or student of the institution.

A board of twenty-seven trustees were elected, March 13, 1867. At a meeting of this board, on the 27th of the same month, Rev. W. C. Whitford, A. M., was chosen the President of the board; Rev. D. E. Maxson, D. D., the Vice-President; A. W. Baldwin, Esq., the Secretary; and C. H. Greenman, the Treasurer. Subsequently, the following faculty were elected:

Rev. William C. Whitford, A. M., President, and Professor of the Natural, Mental, and Moral Sciences.

Edward Searing, A. M., Professor of Latin and French Languages.

Albert Whitford, A. M., Professor of Greek Language and Mixed Mathematics.

Nathan C. Twining, A. B., Professor of Pure Mathematics and Commercial Instruction.

Miss A. Miranda Fenner, Preceptress, and Teacher of English Language and Literature.

Miss Mary F. Bailey, Teacher of German Language.

Mrs. Emma J. Utter, Teacher of Instrumental and Vocal Music.

Forrest M. Babcock, Teacher of Penmanship.

Mrs. Ruth H. Whitford, Teacher of Painting and Penciling.

It was resolved to unite both the Academic and the Collegiate courses of study, an arrangement which the institution has since pursued in common with most of the colleges in the West. In the Academic department, the following three courses were adopted:

STUDIES OF THE TEACHERS' COURSE.

FIRST YEAR.

Fall Term.—Mental Arithmetic. Intermediate Geography. Reading and Spelling.

Winter Term.—Written Arithmetic—begun. Common School Geography—begun. English Grammar—begun. Reading and Oral Sounds. Penmanship.

Spring Term.—Written Arithmetic—continued. English Grammar—continued. Common School Geography—completed. Reading and Penmanship.

SECOND YEAR.

Fall Term.—Written Arithmetic—completed. English Grammar—completed. United States History. Theory and Practice of Teaching.

Winter Term.—University Algebra—begun. Anatomy and Physiology. Analysis of English Words. Vocal Music.

Spring Term.—University Algebra—continued. English Composition—begun. Physical Geography. Elocution.

THIRD YEAR.

Fall Term.—University Algebra—completed. English Composition—completed. Natural Philosophy. Graded Schools.

Winter Term.—Geometry—seven books. English Language. Natural History. Educational History. Penciling.

Spring Term.—Geometry—completed, and Trigonometry. Mental Philosophy—Intellect. Botany. Civil Government.

STUDIES OF THE ENGLISH AND BUSINESS COURSE.

FIRST YEAR.

Fall Term.—Written Arithmetic—to Percentage. English Grammar—continued. Common School Geography—begun. Mental Arithmetic—review. Reading and Spelling.

Winter Term.—Written Arithmetic—completed. English Grammar—completed. Common School Geography—completed. Elocution and Penmanship.

Spring Term.—University Algebra—begun. Analysis of English Words. Book-keeping—single entry. Practical Penmanship. Pencilling.

SECOND YEAR.

Fall Term.—University Algebra—continued. Book-keeping—double entry. English Composition—begun. Commercial Arithmetic.

Winter Term.—University Algebra—completed. Geometry—seven books. English Composition—completed. Commercial Forms and Correspondence.

Spring Term.—Geometry—completed, and Trigonometry. Commercial Law. Civil Government.

STUDIES OF THE CLASSICAL COURSE.

PREPARATORY.

FIRST YEAR.

Fall Term.—English Grammar—completed. Written Arithmetic—completed. Introduction to Latin. Elocution and Oral Sounds.

Winter Term.—Latin Reader. United States History. Common School Geography—reviewed. Exercises in Composition and Declamation.

Spring Term.—Caesar's Commentaries—begun. First Greek Book—begun. Roman History—begun. Ancient Geography.

SECOND YEAR.

Fall Term.—Caesar's Commentaries—three books, completed. First Greek Book—completed. Roman History—continued. Latin Prose Composition—begun.

Winter Term.—Cicero's Oration against Catiline. Anabasis—begun. University Algebra—begun. Latin Prose Composition—continued. Roman History—completed.

Spring Term.—Virgil's *Aeneid*—two books. Anabasis—three books, completed. University Algebra—continued. Latin Prose Composition—continued. Greek Prose Composition—begun. History of Greece—begun.

In the Collegiate department, the following two courses were selected:

STUDIES OF THE CLASSICAL COURSE.

FRESHMAN YEAR.

Fall Term.—Virgil's *Æneid*—six books, completed. Homer's *Iliad*—two books. University Algebra—completed. History of Greece—continued. Greek Prose Composition—continued.

Winter Term.—Livy. Homer's *Iliad*—third, fourth, and sixth books. Geometry—five books. Latin Prose Composition—completed. History of Greece—completed.

Spring Term.—Horace—Odes. Memorabilia. Geometry—completed.

SOPHOMORE YEAR.

Fall Term.—Horace—Satires and Epistles. Trigonometry—Plane and Spherical. Natural Philosophy.

Winter Term.—Greek Tragedy. Analytical Geometry. Anatomy and Physiology.

Spring Term.—Cicero de Officiis. Thucydides—selections. Calculus. Natural History.

JUNIOR YEAR.

Fall Term.—Demosthenes de Corona. Mechanical Philosophy. English Composition.

Winter Term.—Germania and Agricola. Mathematical Astronomy. Chemistry—Inorganic and Organic.

Spring Term.—Mental Philosophy—Intellect. Mechanical Philosophy. Botany. Exercises in Elocution.

SENIOR YEAR.

Fall Term.—Logic. Mental Philosophy—Sensibility and Will. English Literature—begun. History of the Middle Ages.

Winter Term.—Rhetoric. Moral Philosophy. English Literature—completed. Mineralogy. History of Modern Times.

Spring Term.—Political Economy. Geology. History of Philosophy. Evidences of Christianity.

STUDIES OF THE SCIENTIFIC COURSE.

FRESHMAN YEAR.

Fall Term.—University Algebra—completed. French Grammar—begun. English Language—begun.

Winter Term.—Geometry, five books. French Grammar—continued. English Language—completed.

Spring Term.—Geometry—completed. French Grammar—completed, and Reader. Analysis of English Words.

SOPHOMORE YEAR.

Fall Term.—Trigonometry—Plane and Spherical. French—*Telemaque*. Natural Philosophy.

Winter Term.—Analytical Geometry. French—Racine. German Grammar—begun. Descriptive Astronomy.

Spring Term.—Calculus. German Grammar—continued. Natural History. Anatomy and Physiology.

JUNIOR YEAR.

Fall Term.—Mechanical Philosophy. German Grammar—completed, and Reader. English Composition.

Winter Term.—Mathematical Astronomy. German—William Tell. Chemistry—Inorganic and Organic.

Spring Term.—Mental Philosophy—Intellect. Mechanical Philosophy. Botany. Exercises in Elocution.

SENIOR YEAR.

Fall Term.—Logic. Mental Philosophy—Sensibility and Will. English Literature—begun. History of the Middle Ages.

Winter Term.—Rhetoric. Moral Philosophy. English Literature—completed. Mineralogy. History of Modern Times.

Spring Term.—Political Economy. Geology. History of Philosophy. Evidences of Christianity.

ADDITIONS TO THE FACULTY.

Major S. S. Rockwood, A. M., was added to the faculty, in 1868, as the professor of pure mathematics. He held the position until 1871, when he entered the Whitewater Normal School, where he now fills the same professorship. In the same year, Miss Jane C. Bond, L. A., was elected teacher in the English department; and she has since occupied the place in a most acceptable manner. Miss Ida Springstubbe, a graduate of a German Normal School, was also chosen a teacher of the German and French languages, and she remained in the college nearly two years. Prof. J. D. Bond, M. S., was teacher in the commercial department for four years; and he is now the superintendent of the classes in penmanship in the public school of St. Paul, Minn. Prof. J. M. Stillman has given excellent instruction in vocal music and voice culture for two years; and Miss R. Mintie Howard, in instrumental music, for four years.

Prof. T. W. Saunders, A. B., was elected, in 1873, to the professorship of the German and Greek languages, and he is still working most efficiently in the college. Prof. Lucius Heritage, A. B., was an assistant teacher of the Latin classes for three years, and he now holds a position in the Milwaukee Academy. Mrs. Chloe C. Whitford, A. M., has taught in the department of mathematics for over two years, a place which she formerly occupied. For some time, Prof. W. C. King has had charge of the commercial studies.

TUITION.

The tuition has, for several years, been rated per term, as follows :

Tuition is \$8.00 in Arithmetic, English Grammar, Geography, Reading, Penmanship, United States History.

Tuition is \$9.00 in University Algebra, Etymology, English Composition, Book-keeping, Physical Geography, Theory and Practice of Teaching, Physiology, Latin Grammar and Reader, and Cæsar, Greek, German, and French Grammars and Readers.

Tuition is \$10.00 in Geometry, Trigonometry, Descriptive Astronomy, Civil Government, Natural Philosophy, Botany, Natural History, English Language, Ancient History, and the higher studies in Latin, Greek, German, and French Languages.

Tuition is \$11.00 in Analytical Geometry, Calculus, Mechanical Philosophy, Mathematical Astronomy, Surveying, Chemistry, Geology, English Literature, Rhetoric, Logic, Mental and Moral Philosophy, Political Economy, History of Philosophy, and Evidences of Christianity.

No charge is made for incidental expenses. Tuition is rated according to the highest grade in which any study pursued by the student is found. Extra charges are made for Instrumental Music, \$12.00 per term; for the use of the Piano, \$3.00; for Voice Culture, \$15.00; Penciling, \$3.00; Oil Painting, \$10.00; and Telegraphy \$15.00.

PRESENT BOARD OF TRUSTEES.

OFFICERS.

Rev. W. C. WHITFORD, A. M.,	-	-	-	-	<i>President.</i>
Rev. JAMES BAILEY,	-	-	-	-	<i>Vice President.</i>
A. W. BALDWIN, Esq.,	-	-	-	-	<i>Secretary.</i>
ROBERT WILLIAMS,	-	-	-	-	<i>Treasurer.</i>

Office expires in 1876.

Hon. Jeremiah Davis,	-	-	-	-	Davis Junction, Ill.
Prof. Albert Whitford, A. M.,	-	-	-	-	Milton.
Rev. N. Wardner, A. M.,	-	-	-	-	Glasgow, Scotland.
Silas Bailey, M. D.,	-	-	-	-	Toledo, Ohio.
L. H. Bond,	-	-	-	-	Milton Junction.
David W. Cartwright,	-	-	-	-	Milton.
W. G. Hamilton,	-	-	-	-	Milton.
Rev. L. E. Livermore, A. M.,	-	-	-	-	Walworth.
John W. Loofboro,	-	-	-	-	Welton, Iowa.

Office expires in 1877.

A. W. Baldwin, Esq.,	-	-	-	-	Janesville.
R. J. Greenman, Esq.,	-	-	-	-	Milton Junction.
W. L. V. Crandall,	-	-	-	-	Milton Junction.
Oran Vincent,	-	-	-	-	Milton.
John Alexander,	-	-	-	-	Milton.
Willis P. Clarke, Esq.,	-	-	-	-	Milton.
Truman Saunders,	-	-	-	-	West Hallock, Ill.
Rev. O. U. Whitford, A. M.,	-	-	-	-	Farina, Ill.
Rev. W. C. Whitford, A. M.,	-	-	-	-	Milton.

Office expires in 1878.

Ezra Crandall,	-	-	-	-	Milton.
Rev. James Bailey,	-	-	-	-	Milton.
C. H. Greenman,	-	-	-	-	Milton.
J. C. Plumb,	-	-	-	-	Milton.
Paul M. Green,	-	-	-	-	Milton.
O. Allen, M. D.,	-	-	-	-	Milton.
Robert Williams,	-	-	-	-	Milton.
Ezekiel B. Rogers,	-	-	-	-	Milton.
Lester T. Rogers,	-	-	-	-	Milton Junction.

SUBSCRIBERS TO THE CAPITAL STOCK.

The stock of the institution is, at present, divided into about eleven hundred shares. The following list embraces the names and subscriptions of the stockholders:

Daniel Abbott, - - -	\$25 00	Hon. Jos. Goodrich's estate, \$3,043 64	
E. C. Abbott, - - -	25 00	Mrs. Nancy Goodrich, - - -	107 77
John Alexander, - - -	25 00	Mrs. N. Goodrich's estate, - - -	600 00
Laander Allen, - - -	25 00	Mrs. Susan H. Goodrich, - - -	250 00
V. D. Anderson, - - -	25 00	Ezra Goodrich, - - -	225 00
Rev. Dan'l Babcock's estate, 1,100 00		W. A. Goodrich, - - -	75 00
Abel Babcock, - - -	50 00	Mrs. Polly Goodrich, - - -	1,500 00
Rev. James Bailey, - - -	375 00	C. H. Greenman, - - -	954 24
L. G. Baldwin, - - -	225 00	Clark Greenman, - - -	500 00
A. W. Baldwin, - - -	200 00	Geo. Greenman & Co., - - -	1,000 00
A. Barnhart, - - -	225 00	Mrs. C. Z. Greenman, - - -	1,475 00
James Barnhart, - - -	150 00	Mrs. Mary B. Greenman, - - -	700 00
Silas Barnhart, - - -	25 00	John M. Greenman, - - -	150 00
Horatio Berry, - - -	25 00	R. J. Greenman, - - -	52 85
Miss Jane C. Bond, - - -	25 00	Henry G. Greenman, - - -	150 00
L. H. Bond, - - -	350 00	Paul M. Green, - - -	100 00
A. D. Bond, - - -	225 00	H. W. Green, - - -	125 00
D. M. Bond, M. D., - - -	500 00	W. G. Hamilton, - - -	275 00
Rev. R. C. Bond, - - -	25 00	H. G. Hamilton, - - -	225 00
E. J. Bond, M. D., - - -	25 00	E. T. Hamilton, - - -	25 00
W. H. Borden, M. D., - - -	25 00	S. C. Hamilton, - - -	50 00
Fitch Brown, - - -	50 00	Horace M. Haven, - - -	575 00
Erastus Brown, - - -	125 00	W. M. Hemphill, - - -	125 00
Alva A. Brown, - - -	50 00	Joel Jones, - - -	50 00
F. Buten, - - -	50 00	Ethan Lamphear, - - -	25 00
F. C. Buten, - - -	100 00	E. Lyons, - - -	100 00
S. D. Butz, - - -	25 00	Mrs. L. R. S. Lyons, - - -	350 00
D. C. Burdick, - - -	25 00	Iduna Lyceum, - - -	76 00
Geo. S. Burdick, Jr., - - -	100 00	Rev. D. E. Maxson, D. D., - - -	200 00
S. G. Burdick, - - -	140 00	Miss Mary A. Maxson, - - -	25 00
E. L. Burdick, - - -	50 00	L. G. Maxson, M. D., - - -	25 00
Ethan Burdick, - - -	25 00	Sylvanus Maxson, - - -	50 00
Rev. S. Carpenter, D. D., - - -	400 00	Peter McEwan, - - -	25 00
Hon. S. C. Carr, - - -	25 00	W. T. Morgan, - - -	25 00
J. G. Carr, - - -	100 00	Daniel Newcomb, - - -	25 00
D. W. Cartwright, - - -	125 00	Mrs. Fanny Newcomb, - - -	25 00
Chas. Chapman, - - -	25 00	Clark Needham, - - -	25 00
Alvit Clarke, - - -	100 00	Avery Palmer, - - -	25 00
S. J. Clarke, - - -	50 00	Wm. Paul, - - -	25 00
Albertus Clarke, - - -	25 00	Geo. Potter, - - -	50 00
W. W. Clarke, - - -	25 00	Mrs. Chas. Potter, Jr., - - -	50 00
Wm. Cole, - - -	200 00	Ralph Richardson, - - -	25 00
Amos Colegrove, - - -	40 00	E. B. Rogers, - - -	460 00
Mrs. T. A. Collins, - - -	100 00	Prof. W. M. Rogers, - - -	25 00
Rev. S. Coon, - - -	50 00	S. C. Roe, - - -	25 00
Ezra Crandall, - - -	425 00	Joseph Spaulding, - - -	60 00
H. B. Crandall, - - -	25 00	Wm. Spaulding, - - -	75 00
J. M. Crandall, - - -	25 00	Rev. A. C. Spicer, - - -	93 80
W. L. V. Crandall, - - -	125 00	A. C. Stannard, - - -	100 00
M. W. Crumb, - - -	125 00	F. H. Stillman, - - -	250 00
J. C. Culver, - - -	40 44	Prof. J. M. Stillman, - - -	25 00
Hon. Jeremiah Davis, - - -	1,400 00	Mrs. Susanna Stillman, - - -	100 00
Newton Davis, - - -	25 00	Gardiner Saunders, - - -	25 00
Henry Ernst, - - -	100 00	Truman Saunders, - - -	100 00
R. F. Fraser, - - -	25 00	Perry Sweet, - - -	125 00
E. P. Frink, - - -	100 00	Edwin Swinney, - - -	50 00
Hon. Joseph Goodrich, - - -	1,700 00	Jehiel Taylor, - - -	25 00

SUBSCRIBERS TO THE CAPITAL STOCK—*continued.*

I. D. Titsworth.	-	-	\$100 00	Wm. B. Wells,	-	-	\$25 00
Rev. Geo. B. Utter,	-	-	25 00	C. V. Wells,	-	-	25 00
J. J. Vankirk,	-	-	25 00	Prof. Albert Whitford,	-	-	650 00
Oran Vincent,	-	-	325 00	Rev. W. C. Whitford,	-	-	2,496 12
C. Vincent,	-	-	25 00	Mrs. R. H. Whitford,	-	-	25 00
Rev. N. Wardner,	-	-	100 00	Robert Williams,	-	-	650 00

STATISTICS OF ATTENDANCE AND GRADUATION

*Since 1858.**The Academy.*

YEAR.	UNDER-GRADUATES.		GRADUATES.		Total.
	Gentlemen.	Ladies.	Gentlemen.	Ladies.	
1859,	153	88	4	1	246
1860,	140	112	6	2	260
1861,	197	176	1	4	384
1862,	175	179	5	5	359
1863,	131	175	2	2	310
1864,	149	200	2	2	354
1865,	117	172	1	1	292
1866,	228	186	5	5	421
1867,	193	145	10	7	355

The College.

YEAR.	ACADEMIC COURSES.				COLLEGIATE COURSES.								SUMMARY.		
	Under-graduates		Graduates.		Freshman.		Sophomore.		Junior.		Senior.				
	Gentlemen.	Ladies.	Gentlemen.	Ladies.	Gentlemen.	Ladies.	Gentlemen.	Ladies.	Gentlemen.	Ladies.	Gentlemen.	Ladies.	Gentlemen.	Ladies.	Total.
1868	139	104	—	1	36	20	18	12	2	3	—	—	195	140	335
1869	136	105	1	3	49	29	10	10	3	1	—	—	199	148	347
1870	100	87	1	2	30	25	12	8	4	2	—	—	149	124	273
1871	83	72	1	—	23	9	18	8	7	3	4	—	136	94	230
1872	75	77	5	4	20	23	12	11	6	2	3	2	121	117	238
1873	75	47	—	3	25	14	16	10	6	3	2	2	124	79	203
1874	99	46	1	4	22	15	18	10	4	3	—	1	151	79	230
1875	93	78	2	—	27	15	15	9	5	2	4	—	151	104	255

GRADUATES IN THE COLLEGIATE DEPARTMENT.

1867.

Nathan C. Twining, A. M.,	-	-	-	-	Teacher.
Miss Isabelle L. Hall, A. M.,	-	-	-	-	Teacher.

1870.

Albert Salisbury, A. M.,	-	-	-	-	Teacher.
Jesse B. Thayer, M. S.,	-	-	-	-	Teacher.

1871.

M. Delano Fuller, M. S.,	-	-	-	-	Lawyer.
George F. Holcomb, B. S.,	-	-	-	-	Deceased.
Edwin Swinney, M. S.,	-	-	-	-	Teacher.
Albert D. Whitmore, B. S.,	-	-	-	-	Farmer.
Miss Inez C. Childs, M. S.,	-	-	-	-	Teacher.
Miss E. Albertine Utter, M. S.,	-	-	-	-	Teacher.

1872.

Jonathan D. Bond, M. S.,	-	-	-	-	Teacher.
L. Dow Harvey, M. S.,	-	-	-	-	Teacher.
Matthew White, A. B.,	-	-	-	-	Clergyman.

1873.

E. Stillman Bailey, A. B.,	-	-	-	-	Student.
Albert R. Crandall, A. B.,	-	-	-	-	State Geologist.
Miss Jane C. Bond, L. A.,	-	-	-	-	Teacher.
Miss Florence H. Williams, L. S.,	-	-	-	-	Teacher.

1874.

William H. Ernst, A. B.,	-	-	-	-	Student.
Watson C. Holbrook, B. S.,	-	-	-	-	Teacher.
Dwight Kinney, A. B.,	-	-	-	-	Teacher.
Arthur A. Miller, A. B.,	-	-	-	-	Teacher.
W. Burton Morgan, A. B.,	-	-	-	-	Student.
Frederick D. Rogers, A. B.,	-	-	-	-	Druggist.
Robert D. Whitford, A. B.,	-	-	-	-	Teacher.
Mrs. Amelia C. Steele, L. S.,	-	-	-	-	Teacher.

1875.

Clark T. Havens, A. B.,	-	-	-	-	Teacher.
Lucius Heritage, A. B.,	-	-	-	-	Teacher.
D. Osmer Hibbard, B. S.,	-	-	-	-	Teacher.
Isaac L. Mayhieu, A. B.,	-	-	-	-	Student.

HONORARY DEGREES.

DOCTOR OF DIVINITY.

Rev. D. E. Maxson.

—

Rev. T. R. Williams.

MASTER OF ARTS.

Hon. John A. Smith.

Prof. Chase.

Mrs. Chloe C. Whitford.

LIBRARIES AND SOCIETIES.

A donation of \$1,000, from Rev. Daniel Babcock, enabled the college, in 1871, to establish the "Babcock Library," which has now twelve hundred volumes. Three other libraries, each having about three hundred volumes, belong to the Literary Societies. The oldest of these societies was organized by the ladies in 1854, and is now called the Iduna Lyceum. The gentlemen sustain two large societies, the Orophilian and Philomathean, which have been in operation for about eighteen years. The Christian Association has performed efficient work for the past six years, and under its management the religious meetings of the college are sustained.

APPARATUS AND CABINETS.

The usual apparatus for experiments in chemistry and physics are owned by the college. An excellent telescope, with a four inch object glass, is in frequent use. The mineralogical and geological cabinets number several hundred specimens. About three thousand species of plants are embraced in the botanical cabinet. This is particularly full in representing the flora of this region of the country. The institution has a fine collection of implements, which belong to the stone

and copper ages, and were found in the vicinity of Milton.

PRESENT FINANCIAL CONDITION.

Estimated cash value of the lands owned by the college	\$3,900 00
Estimated cash value of three buildings	30,550 00
Amount of endowment fund and notes.....	6,000 00
Cabinets, apparatus, furniture, paintings, and library	5,400 00
Sundry articles, estimated value	275 00
Amount.....	<u>\$46,125 00</u>

HISTORICAL SKETCH OF LAWRENCE UNIVERSITY.

THIS institution had its inception in the offer (about 1846) of Hon. Amos A. Lawrence, of Boston, Mass., to give ten thousand dollars towards the foundation of a school, to be located in the Lower Fox Valley, provided the Methodists of Wisconsin would raise an additional ten thousand for the same purpose. The offer was accepted. A charter was secured from the territorial legislature, under the title of The Lawrence Institute of Wisconsin. The bill granting this charter was signed by Gov. Dodge, Jan. 17, 1847. The organization of the Board of Trustees was effected the same year, by the election of the following officers: President, Hon. M. C. Darling; 1st Vice President, Hon. N. P. Tallmadge; 2d Vice President, Henry S. Baird, Esq.; Treasurer, Hon. Morgan L. Martin; Secretary, Rev. W. H. Sampson.

After considerable canvassing, the location of the new institution was fixed at the Grand Chute, now the city of Appleton. The place where the city stands was then a wilderness; and the original building for the institute was one of the very first undertaken in the region. In 1849, Nov. 12th, the school opened with

Rev. W. H. Sampson, as Principal; R. O. Kellogg, A. B., Professor of Languages; James M. Phinney, Professor of Mathematics; and Miss Emeline M. Crooker, Preceptress. The number of students, the first year, was about sixty. The accommodations were meager, the surroundings in many respects disagreeable, and the means very scanty. But the school had an excellent reputation from the start, and increased in popularity. The sacrifices of those who had the immediate management were very great, and at times the prospects quite discouraging.

In the latter part of 1852, the Rev. Edward Cooke, D. D., of Boston, Mass., was elected president. The charter had been altered in the meantime, so as to confer collegiate powers upon the institution, and it had taken the corporate title of "The Lawrence University of Wisconsin." Dr. Cooke was installed in office at the annual Commencement, the last of June, 1853. At the same time the corner stone of the main building of the college was laid by Hon. M. C. Darling, President of the Board of Trustees. This structure was completed about three years afterwards, but not before the frame building previously occupied had been destroyed by fire. The present college building is one hundred and twenty feet long by sixty wide. It is built of stone, and is three stories and a half above the basement. It contains a commodious chapel, capable of seating eight hundred or a thousand people, six recitation rooms, a large library room, two fine society halls, large cabinet and reading rooms, apparatus rooms, and dormitories for about fifty students.

The first college class was graduated in 1857, and

consisted of seven members, four gentlemen and three ladies. The whole number of graduates up to 1876, including the graduating class of this year, is 186, of whom 121 are gentlemen and 65 are ladies. From the beginning, ladies as well as gentlemen have enjoyed the privileges of the institution in all its departments; and for the last ten years there has been no discrimination in any respect between the sexes as to advantages and opportunities.

Like many other institutions east and west, this one has had experience of great hardships and much poverty. There were many mistakes, as was almost inevitable in the early management of its affairs; and some of these proved nearly fatal. It had for a long time an exceedingly small endowment fund, although a large number of scholarships had been sold at a small price, thus cutting off the tuition fees and giving slender resources for income. The present property of the institution amounts to nearly two hundred thousand dollars, though liable from the peculiar nature of a part of it to considerable shrinkage. Of this about sixty thousand dollars constitute a perpetual endowment fund, in addition to which a recent but not yet effectual conversion of unproductive property, should give some thirty or forty thousand more; making the whole endowment approximate to one hundred thousand dollars. A portion of the funds is set apart for a library fund, being the gift of ten thousand dollars for this purpose by Hon. Samuel Appleton, of Boston, only the interest of which is to be used for the benefit of the library, which from him is called the Appleton Library. This library now numbers over seven thousand volumes, and

is one of the largest as well as one of the very best working college libraries in the west.

The institution has a valuable cabinet and museum and a good collection of apparatus.

In the Collegiate Department there are three parallel courses of study, each of four years duration — the Classical, Scientific and Civil Engineering. There are also a Preparatory and an Academical Department, a Commercial School, a Conservatory of Music and a School of Drawing and Painting. The number of different students in all the departments during the year 1875, as by the catalogue of that year, was 333 — 185 gentlemen and 148 ladies — of whom 102 — 58 gentlemen and 44 ladies — were in the college classes. The faculty consists of 14 professors and instructors.

The presidency of Dr. Cooke terminated in 1861. He was succeeded by Russell Z. Mason, LL. D., who resigned in 1865, and was succeeded by Rev. Geo. M. Steele, D. D., the present head of the institution.

FACULTY.

Rev. George M. Steele, D. D., President, and Claflin Professor of Ethics and Civil Polity.

Hiram A. Jones, A. M., Professor of Ancient Languages and Literature.

Wilbur F. Yocum, A. M., Alumni Professor of Natural History and Geology, and Principal of the Institute.

Rev. Wesley C. Sawyer, A. M., Ph. D., Professor of Philosophy and Rhetoric.

James C. Foye, A. M., Professor of Chemistry and Physics.

James H. Worman, A. M., Non-Resident Professor of Modern History and Languages.

Louise M. Hodgkins, Preceptress, and Instructor in French and History.

DeForest M. Hyde, C. E., Professor of Mathematics and Civil Engineering.

Selina A. Clark, Instructor in Drawing and Painting.

Oliver P. Deland, Director of the Commercial School.

T. Martin Towne, Director of the Conservatory of Music.

Mary R. B. Graves, M. S., Director of the Juvenile Department.

Eva H. Farlin, Isabella E. Smith, Assistants in the Academical Department.
Wilbur F. Yocum, A. M., Librarian.

The College Faculty arranged by priority of graduation; the others in the order of appointment.

REQUISITES FOR ADMISSION.

I. Candidates for admission to the Freshman Class, Classical Course, are, for the present, examined in the following studies :

1. English Grammar and Analysis, Elementary Rhetoric, Geography, Descriptive and Physical, History of the United States, and Elementary Physiology.

2. Arithmetic and Algebra complete.

3. Harkness' First Book in Latin, Harkness' Latin Grammar, including Prosody; Harkness' Latin Reader; Cæsar's Commentaries; six Books in Virgil; Sallust's Catiline, and Cicero's Orations against Catiline.

4. Hadley's Greek Grammar and Greek Reader, or four Books in the Anabasis.

II. Candidates for admission to the Freshman Class, Scientific Course, are examined in Latin Grammar and Reader, Cæsar's Commentaries, and at least one book in Virgil. They will also be examined in Natural Philosophy and in all of the above English studies, except Elementary Rhetoric.

Candidates for advanced standing are examined in the Preparatory studies, and in all those which have been pursued by the Class which they wish to enter, or such as may be deemed equivalent. But candidates for admission to any of the College Classes may present certificates of the work they have done in other institutions, and a rank will be assigned them according to the studies they have pursued and the character of their cer-

tificates. A thorough Grammatical and Elementary preparation is especially required.

The regular examination for admission to the College will be on Tuesday, at 8 o'clock A. M., one day preceding the Commencement of the Fall Term, and on the first day of subsequent Terms.

Testimonials of good moral character are required, and in case the student is from another college, a note of regular dismissal.

COURSES OF STUDY.

CLASSICAL.

FRESHMAN CLASS.

First Term.—Ovid—Andrews. Latin Prose Composition—Harkness. Herodotus—Johnson. Geometry begun—Olney.

Second Term.—Livy—Chase. Latin Prose Composition—Harkness. Geometry finished—Olney. Homer's Iliad—Owen. Greek Prosody—Hadley.

Third Term.—Livy—Chase. Latin Prose Composition—Harkness. Homer's Iliad—Owen. Plane and Spherical Trigonometry—Olney. Weekly exercises in Composition and Declamation.

SOPHOMORE CLASS.

First Term.—Ancient History—Thalheimer. Analytical Geometry—Olney. French begun—Worman; or Cicero de Officiis—Thatcher.

Second Term.—Xenophon's Memorabilia—Robinson. Greek Prose Composition—Boise. French, Echo de Paris, or Cicero de Oratore—Worman. Ancient History—Thalheimer.

Third Term.—Greek Tragedies—Woolsey. Greek Prose Composition—Boise. Modern History and Literature—Thalheimer and Schlegel. Horace—Lincoln or Chase. Latin Prosody—Harkness.

JUNIOR CLASS.

First Term.—Physics—Mechanics and Acoustics—Atkinson's Ganot. German begun—Worman; or Tacitus and Hercules Furens—Tyler. Plato's Crito or Apologia—White.

Second Term.—Physics—Heat and Light—Atkinson's Ganot. Intellectual Philosophy—Wayland. German Grammar and Reader—Worman; or Æschines de Corono—Champlin.

Third Term.—Logic—Atwater. Physics—Magnetism and Electricity—Atkinson's Ganot. German Literature—Worman; or Plato's Gorgias—Lewis.

Declamations and Compositions weekly throughout the year.

SENIOR YEAR.

First Term.—Chemistry begun—Lectures. Astronomy—Lectures. Political Economy—Lectures.

Second Term.—Chemistry finished—Lectures. Mineralogy—Dana. Evidences of Christianity—Hopkins. Elements of Criticism—Kames.

Third Term.—Moral Science—Wayland. Geology—Dana. Demosthenes de Corona—Champlin.

Orations before the students each term throughout the year.

Books of Reference in the Department of Classics.—Zumpt's Latin Grammar, Kuhner's large Greek Grammar, Andrews' Latin Lexicon, Liddell and Scott's Greek Lexicon, Anthon's or Smith's Classical Dictionary, Manual of Classical Literature, Crusius' Homeric Lexicon, Sophocles' Greek Verbs, Munk's Greek and Roman Meters, Long's or Findlay's Classical Atlas, Anthon's Manuals of Grecian and Roman Antiquities, Dwight's Grecian and Roman Mythology, Ramshorn's or Doderlein's Latin Synonyms, Histories of Greece and Rome.

SCIENTIFIC.

FRESHMAN CLASS.

First Term.—Virgil—Chase or Frieze. Geometry begun—Olney. Elementary Rhetoric—Hart.

Second Term.—Sallust—Hanson. Geometry finished—Olney. Constitution of the United States and of Wisconsin—Townsend and Fallows.

Third Term.—Plane and Spherical Trigonometry—Olney. Natural History—Lectures. Cicero's Orations—Hanson.

Weekly exercises the same as in the Classical Course.

SOPHOMORE CLASS.

First Term.—Analytical Geometry—Olney. French begun—Otto. Ancient History—Thalheimer.

Second Term.—French, Echo de Paris—Worman. Calculus—Olney. Ancient History—Thalheimer.

Third Term.—Modern History and Literature—Thalheimer and Schlegel. French Reader—Knapp. Botany—Wood.

Weekly exercises the same as in the Classical Course.

JUNIOR CLASS.

First Term.—Natural Theology and Comparative Zoology—Chadbourne and Agassiz. Physics: Mechanics and Acoustics—Atkinson's Ganot. German begun—Worman.

Second Term.—Physics: Heat and Light—Atkinson's Ganot. Intellectual Philosophy—Wayland. German Grammar and Reader—Worman.

Third Term.—Logic—Atwater. Physics: Magnetism and Electricity—Atkinson's Ganot. German Literature—Worman.

Weekly exercises the same as in the Classical Course.

SENIOR CLASS.

First Term.—Chemistry begun—Lectures. Astronomy—Lectures. Political Economy—Lectures.

Second Term.—Chemistry finished—Lectures. Mineralogy—Dana. Evidences of Christianity—Hopkins. Elements of Criticism—Kames.

Third Term.—Moral Science—Wayland. Geology—Dana.

Music or Painting may be substituted for some of the higher mathematics and other scientific branches after the first term Sophomore.

CIVIL ENGINEERING.

FRESHMAN CLASS.

First Term.—Geometry begun—Olney. Elementary Rhetoric—Hart. Industrial Drawing.

Second Term.—Geometry finished—Olney. Constitution of the United States and of Wisconsin—Townsend and Fallows. Industrial Drawing.

Third Term.—Plane and Spherical Trigonometry—Olney. Natural History—Lectures. Isometrical Drawing and Class-piece.

Weekly exercises the same as in the Classical Course.

SOPHOMORE CLASS.

First Term.—Analytical Geometry—Olney. Descriptive Geometry and Drawing. Ancient History—Thalheimer.

Second Term.—Calculus—Olney. Ancient History—Thalheimer. Shades, Shadows and Perspective Drawing.

Third Term.—Calculus—Olney. Botany—Wood. Modern History and Literature—Thalheimer and Schlegel. Drawing.

Weekly exercises as in Classical Course.

JUNIOR CLASS.

First Term.—Physics: Mechanics and Acoustics—Atkinson's Ganot. German or French begun—Worman or Otto. Natural Theology and Comparative Zoology—Chadbourne and Agassiz.

Second Term.—Physics: Heat and Light—Atkinson's Ganot. German or French, continued—Worman or Otto. Strength of Material.

Third Term.—Land Surveying—Gillespie. Physics: Magnetism and Electricity—Atkinson's Ganot. German or French, finished—Worman or Knapp.

Weekly exercises as in Classical Course.

SENIOR CLASS.

First Term.—Chemistry begun—Lectures. Astronomy—Lectures. United States Coast Survey—Statistics. Political Economy (optional)—Lectures.

Second Term.—Chemistry finished—Lectures. Mineralogy—Dana. Evidences of Christianity—Hopkins. Bridge Building.

Third Term.—Moral Science—Wayland. Geology—Dana. Visitation of Public Works.

Orations before the students each term throughout the year.

LECTURES.

By the President, on Political Economy, during the Winter Term.

By Professor Foye, on Chemistry, during the Fall and Winter Terms; on Physics, through the year.

By Professor Yocum, on Natural History, during the Spring Term.

By the President, from time to time, before all the students, on Manners, Morals and Methods of Study.

HISTORICAL SKETCH OF RIPON COLLEGE.

[NOTE.—The materials for this sketch have been derived from a variety of sources, chiefly from a paper presented before the "Society for the Promotion of Collegiate and Theological Education at the West" by Pres. W. E. MERRIMAN, in 1868.]

As early in the history of what is now the city of Ripon as 1851, when there was little to be seen upon the high ground surrounding the valley in which clustered the houses of the little village of Ceresco, except the rolling prairie in all its native breadth and beauty, dotted here and there with groves of oaks and poplars, when as yet streets and houses were few, and the inhabitants not more than a few score, the far-seeing citizens began a movement to establish here an institution of learning of a high order. The national census of the year before had set down the total population of the new and rising state, then only three years old, as 305,391, and it was rather to provide facilities for the higher culture of the thousands that were, it was seen, soon to people the fertile lands, than to meet the limited wants of the existing population that the enterprise was begun. There were then only two colleges in the state, and they had an attendance of only sev-

enty-five students. The people who had selected this beautiful spot for their homes, wordly-wise, and, let us hope, actuated by noble motives, resolved to make the town distinguished as a seat of learning and a center of culture for all time to come; and an early organization for the purpose was effected.

The act of incorporation of Brockway College, as it was agreed to call the new institution, was approved January 29, 1851.* The original corporators were David P. Mapes, Ezra L. Northrup, Alvan E. Bovay, Warren Chase, John S. Horner, Jehdeiah Bowen, Almon Osborn, Asa Kinney, Edwin Lockwood, Dana F. Shepard, Alexander B. Beardsley, William S. Brockway, Edward L. Runals, William Starr, and the president of the college *ex officio*. The design and purpose of the said corporators was declared to be "to found, establish and maintain at Ripon, in the county of Fond du Lac, an institution of learning of the highest order, embracing also a department for preparatory instruction." The buildings of the institution were to be located on "outlot No. 4, in the village of Ripon," and the annual income from all property belonging to the college was not to exceed \$10,000.

Contributions of materials, of money, and of land were made, and, during the summer of 1851, the stone walls of the first college building — now East College — were erected. The funds on hand being already exhausted, a new effort had to be made; and, later in the season, the roof was put on. At this stage of advancement the enterprise seems for a time to have halted.

The site of the new institution embraced at this

* Acts and resolves of the Wisconsin Legislature, 1851.

time but a single acre of ground, fronting east upon Ransom street, and lying principally just south of the present site of the Congregational church.

The next summer, the trustees sent a proposition, by the first minister of the Congregational church of Ripon, Rev. F. G. Sherrill, to the "Winnebago District Convention of Presbyterian Ministers and Churches," to adopt the institution. They offered to transfer to the convention all the property of the college for the nominal sum of \$400, on condition that the building should be finished, so far as necessary for the purpose, and a school opened in it early in the summer of 1853.

The churches of this region being then very weak, the convention did not deem it practicable to raise the money required, but requested Rev. J. W. Walcott, formerly the principal of an academy at —, New York, but then the minister of a church at Menasha, and a member of the convention, to buy the property for the convention, pledging itself to take it as soon as it should be able to pay him for it. In accordance with the request of the convention and at the solicitation of the trustees, conveyed to him by Mr. J. Bowen, Mr. Walcott obtained the property by deed from the trustees. He enlarged the grounds of the college by the purchase of some adjacent land, chiefly from A. E. Bovay and J. Bowen, until, at one time, the college grounds embraced nearly the whole square upon which the buildings are situated, together with some adjacent land. From Mr. Bovay, he obtained between two and three acres, constituting the southeast portion of the present campus; and from Mr. Bowen he obtained about seven acres, constituting the southwest

portion, and extending westward to the cemetery line. From other owners he obtained that portion of the grounds upon which stand Middle College and West College, and the row of lots not now belonging to the college, which bound the present college territory on the north, and front upon State street.

Some of the upper rooms of the building were finished, together with the halls, and, according to agreement, a school was opened in them in 1853, and was continued from that time with a good degree of success.

In February, 1855, in accordance with a resolution of the convention, a new charter was obtained, naming as the new Board of Trustees the following gentlemen, designated by the convention: Ezra L. Northrup, Jehdeiah Bowen, Jeremiah W. Walcott, Silas Hawley, Dana Lamb, Bertine Pinckney, Charles H. Camp, Harvey Grant, Sherlock Bristol, and the president of the college *ex-officio*. The new charter (Private and Local Laws of Wis., 1855), increased the limit of income of the college to \$20,000, and conferred some other enlarged powers, particularly with regard to establishing a normal course of study and other courses, and with regard to holding lands adjacent to "out-lot No. 4."

The board was organized under the new charter in March, 1855.

In 1857 (February 21), the college grounds and the building were conveyed to the board by warranty deed by Mr. Walcott. During this same year a second building, now Middle College, was erected, the first building having been in the meantime completed throughout and found to be inadequate to the growing demands of the school. The erection of Middle College exhausted

the limited means of the board and left it deeply in debt; and the financial disasters of the country in that year affected its resources very severely. For about five years the institution struggled with great financial difficulties, in consequence of which, at the opening of the rebellion, the school was for one year suspended.

In 1862, a subscription to pay the debts of the college was so far successful that the trustees reopened the school, and in September of that year Prof. E. H. Merrell, now Professor of Greek, assumed the charge of it. This gentleman was, in 1862, but recently graduated from Oberlin College, and from Oberlin Theological Seminary, and has now been longer connected with the college than any other of the corps of instructors.

The school grew so rapidly, and its prospects seemed so favorable, that in April, 1863, the trustees began the organization of a permanent faculty. Rev. Wm. E. Merriman, of Green Bay, a graduate of Williams College, was elected President, and E. H. Merrell was elected Professor of Languages. At the annual meeting of the board in July, 1863, the president entered upon his duties, and the policy of the college was defined. At the opening of the term in September, 1863, the first college class was formed. During that first college year the debts of the college were all paid, the library was begun, and amendments to the charter were obtained, changing the name of the institution to Ripon College, and granting some additional privileges. (Laws of Wis., 1864.)

The year 1863 marks the permanent organization of the college. Since that time it has made constant progress in the number of its teachers and students, in fa-

cilities for instruction, and in reputation and influence in the state. The first class was graduated in 1867, and consisted of four members: Luthera H. Adams, Harriet H. Brown, Mary F. Spencer, and Susan A. W. Salisbury—all ladies. Consulting the first catalogue of Ripon College, we find the following named members of the faculty: Rev. W. E. Merriman, A. M., President, and Professor of Mental and Moral Science; Edward H. Merrell, A. M., Professor of Greek; Daniel Merriman, A. M., Professor of Natural Sciences; Theodore Wilder, A. B., Professor of Mathematics; Justus N. Brown, A. B., Professor of Latin; Mrs. C. T. Tracy, Superintendent of the Ladies' Department, and Instructor in Botany; Mrs. Julia H. Merrell, Instructor in Latin and Greek; Miss Frances E. Durand, Instructor in Higher English studies; Miss Luthera H. Adams, Instructor in Mathematics; Miss A. A. Davis, Teacher of Music; Miss E. N. Billings, Teacher of Music and Vocal culture; and Mr. R. S. Cross, Teacher of Penmanship and Accounts. The rhetorical department, now so valuable and prominent a part of the college work, was at the time to which we are now referring not organized, and its duties were in part distributed among the teachers of other branches. The musical department also was as yet without organization. In all, the college has now (February, 1876) graduated nine classes, numbering from three to thirteen each, and averaging between seven and eight each, the total number of graduates being sixty-eight. The number of students in attendance during the past nine years has varied from year to year between 324 in 1867-8, and 358 in 1875-6. The number of students in college classes has varied from 60 to 75 a year.

In 1866, three years after the permanent organization of the college, the school had outgrown its accommodations, and in 1867 the third college building, now West College, larger and better than either of the others, was erected and occupied.*

CHARTER POWERS AND CONTROL OF THE COLLEGE.

The charter of the college incorporates the Board of Trustees of Ripon College, fifteen in number, including the president of the college, who is *ex officio* a trustee. The others hold office for three years, one-third going out of office every year; but they may be reelected. The board fills its own vacancies. It has power to establish and maintain in Ripon an institution of learning of the highest order, with all the powers necessary to its operation and control. It may establish any department of learning, may confer the usual degrees, and may receive donations and apply them to special educational purposes according to the design of the donors. It may hold property, real and personal, to any amount, provided the annual income from it shall not exceed \$20,000. It may hold, free of taxes, land given to the college to the amount of 10,000 acres.

The title of the college grounds and buildings is perfect, and the property is wholly unincumbered. The whole control of the college is in the trustees, according to the charter. It has been built up mainly by the Congregationalists, a majority of its trustees have been ministers or members of Congregational churches, and

* NOTE: — It was stated in the first part of this sketch that East College was completed in 1857. This is a mistake. The building was finally completed in 1863, the year of the reorganization of the school.

the board has the confidence of that denomination. It is a Christian college under the influence of the Congregationalists. It looks to them for support, and will be consistent with their principles, but it is not designed to be sectarian; its privileges are open to all on the same terms, and it has no ecclesiastical connection or control.

DESIGN AND POLICY OF THE COLLEGE.

Young men and young women are here educated together; they may take the same courses of study, and enjoy the same privileges. This is no experiment here; experience has satisfied all concerned that this plan is every way the best. It requires better conditions and produces better results than the plan of separate education of the sexes.

Health, Christian character and Christian influence are made prominent ends of instruction as conducted here. We seek to have the college pervaded with the Christian spirit, and characterized by Christian principles. As a result, we hope to secure a proper Christian morality in the students, and their devotion to useful service in Christian lives.

An Academical Department in connection with the college is found to be a necessity, and the purpose is to continue it and make it an element of greater power and usefulness than it has been heretofore. In a thoroughly organized preparatory school, it is possible to secure much more thorough and systematic preparation for the college courses than can be obtained otherwise; and until the demand for strictly college instruction is greater than at present, a preparatory school is not a hindrance. The department is open to all students of

suitable age when they have completed their studies in the higher public schools, and if they cannot take a full course, they may pursue, under the direction of the faculty, such studies as their cases admit. The wants of the people demand this, and the college and the preparatory school may be advantageously connected.

There are two courses of study in the Collegiate Department, the scientific and the classical, differing chiefly in the relative attention given to the sciences and to classical studies. We seek to maintain the standard of a liberal education, both in thoroughness and extent, but we seek also to adopt instruction to the wants of the times. The courses of study are equivalent to those of colleges of the east.

The classical course requires seven years to accomplish it; this period includes three years of preparatory study, beginning with Latin Grammar, Ancient History, and reviews of Arithmetic and English Analysis. The study of Greek is begun in the second year of the preparatory course.

The scientific course requires one year less of preparatory study, and continues through six years. In this course no Greek is required, and the German language and certain branches of science are pursued further. The study of Latin extends through four years, of Greek the same, of History through one year, of German through one year, of Science through about three years, of English studies (including Anglo-Saxon, Rhetoric, English Literature, Logic, Mental Philosophy, Moral Aesthetics and Political Philosophy), through five years, and of Mathematics through five years.

LOCATION, GROUNDS AND BUILDINGS.

Ripon is located centrally in the state, and in a region of exceeding fertility. The climate, though usually severe in winter, is particularly healthful and agreeable. Perhaps, nowhere east of the Mississippi can a dryer air and clearer skies be found. The town is conspicuous for its beauty of situation, its cleanliness and the general character of its inhabitants for morality and intelligence. In almost every respect the surroundings are favorable for a college. The college grounds include nearly twelve acres, centrally situated, on high ground with a rolling surface relieved at intervals by native oaks and other shrubbery. The grounds, and particularly the buildings, are visible at great distances in all directions. There are three college buildings all of stone. East College is fifty feet square and three stories high, with a cupola. It contains four recitation rooms, the cabinet, the reading room, an apparatus room and several rooms for students. Middle College is one hundred by forty-four feet, three stories high, besides the basement and the attic, which are finished throughout. This is the ladies' building; it contains, in the basement, the college boarding hall; on the main floor, teachers' rooms, parlors and office; in the upper stories, apartments for young ladies, the hall of their literary society, and their gymnasium. West College is eighty by fifty feet, and four stories high. It contains the chapel, the library, the general office, recitation rooms, the hall of the young men's societies, the gymnasium, and rooms for young men. The buildings afford rooms sufficient for the instruc-

tion of 450 students, of whom about 200, with several teachers, may reside in the buildings. These structures are plain and unpretentious, having been erected at the least possible cost consistent with sound construction; but they are serviceable and comfortable.

LIBRARY, CABINET, APPARATUS, ETC.

The library now contains about 4,000 volumes. It is open to the students twice a week without charge for the drawing and consulting of books. A large number of the students avail themselves of the privilege. The library depends for its growth largely upon the benefactions of the friends of the college; there is no permanent fund provided for its increase.

The cabinet contains a valuable collection of minerals well arranged for purposes of class instruction.

The College has only a limited supply of suitable chemical and philosophical apparatus; indeed, much less than it needs for the most successful instruction in chemistry and physics. Additions are, however, made to the supply on hand from time to time, as means for purchasing are obtained.

FINANCIAL CONDITION AND POLICY.

In 1868, the College, through its president, made application to the directors of the "Society for the Promotion of Collegiate and Theological Education in the West," to adopt Ripon College as one of its beneficiaries, and to assist it with funds from the east, so far as may be necessary for its equipment and endowment. The application was granted, and a large part of the present endowment fund has been obtained at

the east through the personal solicitation of President Merriman.

The property and resources of the College are estimated as follows:

Number of acres of land owned by the institution	440
Estimated cash value of land owned by the institution	\$4,440 00
Estimated cash value of buildings owned by the institution	65,000 00
Amount of endowments and funds except real estate.....	55,000 00
Amount of income for the current year from all sources except	
tuition	7,317 00
Amount received for tuition during the past year	3,434 00

Tuition in the college department is \$24 a year; in the preparatory department, \$21 a year. [This statement is compiled from the annual report of the board of trustees to the superintendent of public instruction of the state of Wisconsin, for the year ending August, 1875.]

There is no incumbrance of any kind on the College property. No scholarships have been issued, but a plan for issuing 1,000 scholarships at \$60 each has been recently decided upon, and the work of disposing of them begun.

Since the organization of the institution as a College in 1863, it has been operated mainly upon its own earnings, the endowment funds having become productive of income during the last few years only. Up to 1868, the teachers received nothing but the income from tuition. The College has never had a paid agent, and every dollar contributed to it has been used in building up the institution without diminution for raising money or for current expenses. It is the purpose of the College to pursue this same severely economical policy; that is, to spend nothing given to it in

operating it, but to use every donation in augmenting its permanent means of instruction.

The design being to keep the College within the reach of the poor, the cost of tuition is put very low. Although there is not a single endowed professorship, a student can have tuition in any department of the College for less than \$25 a year. Boarding in the College boarding hall can be had at \$2.50 a week. The total estimated expenses of a student for a term are, not including fuel, but including tuition, incidentals, room rent, board, lights and washing, books and stationery, \$62.50.

MUSICAL DEPARTMENT.

There is connected with the College a flourishing musical department which aims to provide thorough instruction in playing the piano forte, in solo and chorus singing, and in musical theory, including harmony, counterpoint and the elements of form and composition. A separate course of study is provided for each of the three branches of piano playing, vocal culture and theory; but the first named course includes enough of theory to enable the pianist to analyze and thoroughly understand the grammar of the compositions he plays, while the course in vocal culture, with the same amount of theory, requires enough training in piano playing to enable the singer to play the most difficult accompaniments.

TERMS AND VACATIONS.

The College year begins about the first of September and closes about the first of July. There are three

terms of twelve weeks, fourteen weeks and thirteen weeks respectively. At the end of the fall term there is a vacation of one week; at the end of the winter term, a vacation of two weeks.





LIBRARY OF CONGRESS



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